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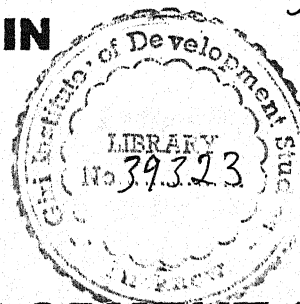
**FINAL EVALUATION OF POST-LITERACY  
PROGRAMME OF KALAHANDI ZILLA  
SAKSHARATA SAMITI**

*Sponsored by:*

**KALAHANDI ZILLA SAKSHARATA SAMITI  
BHAWANI PATNA, ORISSA**

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**2000**

## **PREFACE**

**T**HE Post Literacy Programme envisages to provide functional and development orientation to literacy by way of greater awareness generation and empowerment of neo-literates. Besides, efforts are also steered for retention and upgradation of literacy skill acquired by the learners during the TLC phase. The National Literacy Mission has outlined the objectives of the Post-Literacy Programme and the methodology for the evaluation. The Kalahandi Zilla Saksharata Samiti implemented the Post-Literacy Programme in Kalahandi district of Orissa and commissioned the Grl Institute of Development Studies, Lucknow for its final evaluation.

We feel very much obliged to Mr. Hemant Sharma, IAS, Collector & Chairman, Kalahandi Zilla Saksharata Samiti for providing us the opportunity to conduct this evaluation and sparing his valuable time for us despite his busy schedule as a collector of the district. We are thankful to Mr. Fakir Mohan Pradhan, OAS (I), ADM and Vice-Chairman of Kalahandi Zilla Saksharata Samiti for extending necessary official support. We are grateful to Sub-Collectors cum Sub-Divisional Chairmen of Bhawani Patna and Dharamgarh sub-divisions respectively for their support during the evaluation.

We have a deep sense of gratefulness to Mr. Ashok Kumar Patra, OIS, DIPRO cum Secretary, Kalahandi Zilla Saksharata Samiti, who is a dedicated sincere and honest officer, for extending all support during the evaluation. We feel that without the sincere support of Mr. Patra, the evaluation would have been a difficult task for us.

We are thankful to all the BDO's and executive officers of Municipality/NAC's for their help. The district Co-ordinators namely Mr. Bharat Bhusan, Mr. R.N. Kumar, Mr. Indrajit Mahakhud and Lalit Kanungo remained involved with us during the evaluation and hence deserve our thanks. Similarly, the support extending by all the block level Co-ordinators was very valuable.



(ii)

We feel grateful to the staff of Kalahandi Zilla Saksharata Samiti particularly of Mr. Harish Chandra Mund and Binod Kumar Mishra for their co-operation and help.

We feel obliged to Mr. Mushtaq Ahmed, Chairman, National Core Group of Evaluation, National Literacy Mission, Government of India for his encouragement and guidance during the study. We are also thankful to our friend Dr. N.K. Srivastava, Co-ordinator and Head, REM Department, SRC, U.P. for his guidance.

We express our gratitude to Prof. G.P. Mishra, Director, Girl Institute of Development Studies for his guidance and encouragement.

The research team of the project at the Institute consisting of Mr. Mohammed Kaleem, Mr. Brijesh Tewari, Mr. Ajay Kumar Singh, Ms. Huma Rizvi, Mr. Ashim Siddiqui and Mr. Durga Datt Mishra did their best to complete the difficult task of data collection and computerisation and hence deserve all appreciation. We are thankful to the investigators appointed locally in Kalahandi district for their difficult task of data collection.

In the last but not the least, we are thankful to Ms. Geeta Bisht and Mr. Devanand S for word processing the manuscript efficiently.

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October, 2000

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**EXECUTIVE SUMMARY OF POST LITERACY PROGRAMME (PLP):  
KALAHANDI ZILLA SAKSHARATA SAMITI,  
BHAWANI PATNA, ORISSA**

1. Composite quality of PL Index (Percentage)	60.80
2. Date of sanction of the Project	24 March, 1995
3. Amount sanctioned (Rs. In lakh)	212.04
4. Duration of PL Project	Two Years
5. Date of release of 1st Instalment	4 April, 1995
6. Date of commencement of PL Project	1 August, 1995
7. Target number of learners	
(f) TLC qualified (as per NLM norms)	1,53,159
(g) Could not achieve NLM norms	80,178
(h) Drop outs	30,731
(i) Could not be enrolled under TLC	37,177
(j) New entrants	11,361
8. Date on which PL evaluation contract was Signed with RSS	25 April, 2000
9. Date on which evaluation process started	17 June, 2000
10. Date on which the final report was submitted to RSS	17 October, 2000
12. Sample Size	

LEARNERS	TARGET	ACTUAL
FOR PL	3540	3707
FOR MOPPING UP	3144	3362
FOR INDEPTH STUDY	1000	1104

## BACKGROUND DATA

### POST LITERACY PROGRAMME: KALAHANDI ZILLA SAKSHARATA SAMITI, BHAWANI PATNA, ORISSA

1. Date of sanction of Project 24 March, 1995

2. Total Number of learners as per resurvey

(f) TLC qualified as per NLM norms 1,53,159

(g) Could not qualify 80,178

(h) Drop-outs during TLC 30,731

(i) Left out Learners of TLC 37,177

(j) New entrants 11,361

3. Break-up Target Learners (Age-group 15-35 years)

	Male	Female	Total	SC	ST
TL	1,38,572	1,62,673	3,01,245	68,211	1,08,448
PLP	1,21,471	1,42,597	2,64,068	58,147	95,945

4. Percentage of learners made literate as  
Against the target group in TLC (as per  
External evaluation) 58.00 Per cent

5. Agency which undertook the  
External Evaluation of TLC

Name &  
Address:

COUNCIL FOR SOCIAL DEVELOPMENT  
SOUTHERN REGIONAL OFFICE  
O.U. CAMPUS  
HYDERABAD - 500 007

6. Date on which the External Evaluation Report  
Was submitted to RSS March, 1999

7. Name of the agency which prepared the PL-  
Primer Kalahandi Zilla Saksharata  
Samiti

8. List of additional/supplementary material  
Provided to learners See Page No.59

9. Number and component of skill development  
Programmes made available to the learners See Page No.67 to 68

10. Number of learners benefitted 1900 Learners



11. Teaching-learning process

	PL LEARNERS	MOPPING UP LEARNERS
(a) Starting date	1 August, 1995	31 May, 1995
(b) Completion date	31 March 2000	31 March, 2000
(d) Total period of teaching in months	45 months	45 months

10. Number of the learners completed PL Primer I

1,76,989

11. Number of the learners completed PL Primer I

1,59,546

12. Total Area covered in Kalahandi District

13 Blocks, 2 NAC's and 1 Municipality

# **CHAPTER I**

## **INTRODUCTION**

---

### **1.1 POST LITERACY PROGRAMME :**

**T**HE POST LITERACY PROGRAMME (PLP) is the follow up of the Total Literacy Campaign (TLC). During the TLC, emphasis is laid on teaching/learning while in the post literacy programme, besides teaching/learning, a functional and developmental orientation to literacy is provided by way of greater awareness generation among the neo-literates so that they could overcome the impediments which stand in their way of socio-economic development. In this way, the thrust of post literacy programme largely remains on removing the constraints of development so that economically deprived neo-literates

could assert their right to achieve greater economic and social independence.

## **1.2 EVALUATION OF POST LITERACY PROGRAMME :**

The National Literacy Mission (NLM) has laid emphasis on systematic evaluation of each phase of literacy programme. Hence, it is desirable that a standardised methodology be followed for the evaluation of each phase of literacy project.

In case of the post literacy programme, NLM has proposed two-stage evaluation. The first one is the mid-term evaluation and the second is the final evaluation. The main objective of mid-term evaluation is to identify programme deficiencies so as to enable the ZSS to adopt corrective measures. The major objective of final evaluation is to assess the impact of various programme objectives. Generally, the NLM has sanctioned the post literacy programme of two years duration. The final evaluation of PLP project, having two years duration, has been proposed to be conducted during 23<sup>rd</sup> month of the programme. Since Kalahandi Zilla Saksharata Samiti (KZSS) implemented the post literacy programme of two years duration starting from August 1, 1995, its final evaluation should have been conducted during June, 1997. Besides, Kalahandi Zilla Saksharata Samiti should have commissioned any agency for the mid-

term evaluation of its PL programme during May 1996. However, the Secretary, KZSS, has reported that no mid-term evaluation could be conducted of PL programme. He also admitted that there has been considerable time lag in the final evaluation of PL programme.

Therefore, the present evaluation is the final evaluation of the Post Literacy Programme of Kalahandi Zilla Saksharata Samiti, Orissa, conducted by the Giri Institute of Development Studies, Lucknow, U.P.

### **1.3 OBJECTIVES:**

The NLM has prescribed the evaluation of following seventeen (17) objectives of the Post Literacy Programme.

1. *To study the extent to which the corrective measures suggested during the mid-term evaluation were implemented by the KZSS.*
2. *To assess the accuracy of the re-survey carried out at the beginning of the PL Programme.*
3. *To evaluate the impact of the second round of environment building activities.*
4. *To accurately estimate the success of mopping up operation.*
5. *To accurately estimate the number of persons who have completed Primer-II and III.*

6. *To accurately estimate the number of persons who have completed PL primer.*
7. *To accurately estimate the number and percentage of persons made literate during the TLC as well as PLP phase.*
8. *To study the quality of Post Literacy Materials produced, procured and distributed.*
9. *To study how the libraries have been organised and how much access neo-literates have to the reading material by way of access through reading facility, borrowing facility and sale facility.*
10. *To assess how the VTs have been chosen, whether their average age is above 25 years and whether they are invariably the non-students.*
11. *To study the quality of training programme and how effectively, how often and how consistently the VTs have been trained.*
12. *To study the impact of vocational and skill development programmes on individual learners and the community.*
13. *To study the awareness level of neo-literates and the access they have to various development programmes.*
14. *To study the extent to which learners in particular and the community in general have been able to overcome the impediments, which stand in their way for achieving socio-economic development.*
15. *To study the impact of activities initiated for the empowerment of women.*
16. *To study the direct and indirect impact of PL programme on individual learners and the community.*
17. *To study the preparedness of a ZSS for the launching of Continuing Education Programme (CEP).*



## **1.4 METHODOLOGY:**

The Kalahandi Zilla Saksharata Samiti (KZSS) implemented the Total Literacy Campaign (TLC) and Post Literacy Programme (PLP) in entire Kalahandi district, which comprised of 13 blocks, 2 Notified Area Councils (NAC's) and 1 Municipality. As a result, the KZSS maintained and provided to us the block, NAC and Municipal area-wise statistics of its post literacy programme.

### **1.4.1 THE SAMPLE :**

During the post literacy programme, two type of learners were enrolled for teaching/learning. The first category of learners were the mopping up learners. The mopping up learners included (i) left out learners of TLC phase, (ii) interested learners (iii) drop-outs learners re-enrolled, and (iv) the learners who had completed Primer III during TLC phase but were treated as mopping up learners in PL phase for evaluation of achieving NLM norms. As suggested in the guidelines for Evaluation of Post-literacy programme, 5 per cent of the mopping up learners were to be tested to assess their skill in reading, writing and numeracy. Besides, a sample of 2 per cent or 5000 (whichever is minimum) of the neo-literates were also to be selected and tested in three RS. Among these 2 per cent or

5000 sample neo-literates, a sample of 1000 learners selected randomly were also to be interviewed to assess the important aspects of the PL programme such as skill development, social mobilisation, empowerment of women etc.

As per the data furnished by the Kalahandi Zilla Saksharata Samiti, a total number of 62,873 learners were enrolled during the mopping up operation. This number of enrolled learners identified during mopping up operation consisted of 37,177 leftout learners of TLC phase, 11,361 non-literates, 30,731 re-enrolled drop-outs and 23,07 learners who completed primer III but were included for testing to have achieved NLM norms. Out of these, 18,703 learners dropped-out during the mopping up operation. Following the NLM guidelines, 5 per cent of these learners i.e. 3144 were to be tested as mopping-up learners. However, in our sample, 3,429 learners were selected for testing which constituted 5.35 per cent of all learners enrolled during mopping-up operation.

During the post-literacy phase, a total of 1,76,989 neo-literates were enrolled as per data made available by KZSS. A total of 2 per cent or 5,000 (which ever is minimum) of these enrolled neo-literate were to be selected as sample learners as per NLM norms. According to this, a total number of 3,540 neo-literates were to be selected as a sample. But a

total of 3,793 neo-literates were tested by us which constituted 2.14 per cent of total neo-literates enrolled.

For the selection of sample mopping up learners, all the 13 blocks, 2 NAC's and one municipality area of the Kalahandi district were considered. However, we decided to select only 10 blocks and one NAC according to NLM guidelines as sample area from where mopping up learners and neo-literates were to be selected. Hence, all the blocks and NAC's were arranged in alphabetical order and 10 blocks and 1 NAC were selected on the basis of Random Number Table. The block-wise selection of the sample learners was made from two Gram Panchayats of each block. For this exercise, all the Gram Panchayats of each block were listed by name and arranged in alphabetical order and two Gram Panchayats from each block were selected randomly. The size of sample learners from each block and village was based on proportionate random sampling technique.

Data relating to neo-literates was also made available for different blocks, NAC's and municipal area by KZSS. The sample was taken from 10 blocks and one NAC as was done in case of mopping up learners. The sample neo-literates of each block were drawn from two Gram Panchayats. The number of sample neo-literates from each block and

Gram Panchayat was decided on the basis of proportionate random sample technique. Out of total sample neo-literates, 1,104 neo-literates were selected separately and interviewed to assess the impact of PL Programme. Their selection from each block was also based on proportionate random sample technique. The sample data relating to mopping up learners, neo-literates and neo-literates interviewed have been placed in Table.I.1.

Thus, the sample size of the study comprised 3,429 mopping up learners, 3,793 neo-literates and 1,104 neo-literates interviewed. However, 67 mopping up learners and 86 neo-literates were identified as proxy learners. Therefore, the analysis in study is based on 3,362 mopping up learners, 3,707 neo-literates and 1,104 neo-literates interviewed.

### **1.5 DATA COLLECTION AND TEST ADMINISTRATION :**

The primary as well as secondary data were collected to study all the Seventeen Objectives as prescribed in the NLM guidelines. The two set of schedules- one for VT's and other for PL learners were solicited.. Besides, two type of test papers one for mopping up learners and other for neo-literates were designed and used to test the learning skill in reading, writing and numeracy. The test papers were compatible with the

model test papers suggested by the NLM and were in conformity with the primers used by the KZSS. The test papers were written in Oriya language. The test administrators were appointed locally due to language constraint. The project directors and research staff of the Giri Institute of Development Studies, Lucknow also participated in the data collection.

**Table I.1 : Block-wise sample learners of Post Literacy Programme in Kalahandi District**

Sl.No	Blocks	Mopping up Learners	Neo-literates	Neo-literates interviewed
1.	Dharamgarh	310	326	46
2.	Golamunda	389	410	40
3.	Junagarh	473	497	189
4.	Karlamunda	181	190	62
5.	Kalampur	165	174	64
6.	Kesinga	359	378	130
7.	Koksara	377	397	93
8.	M.Rampur	228	379	327
9.	Narla	299	315	54
10.	Sadar	534	563	87
11.	Kesinga (NAC)	47	78	12
	<b>TOTAL</b>	<b>3362</b>	<b>3707</b>	<b>1104</b>



## **1.6 DATA PROCESSING :**

The entire data processing was done on computer using MS-office-98.

The MS-Excel package was used for analysis and MS-words for word processing.

## **CHAPTER II**

# **POST LITERACY PROGRAMME IN KALAHANDI DISTRICT**

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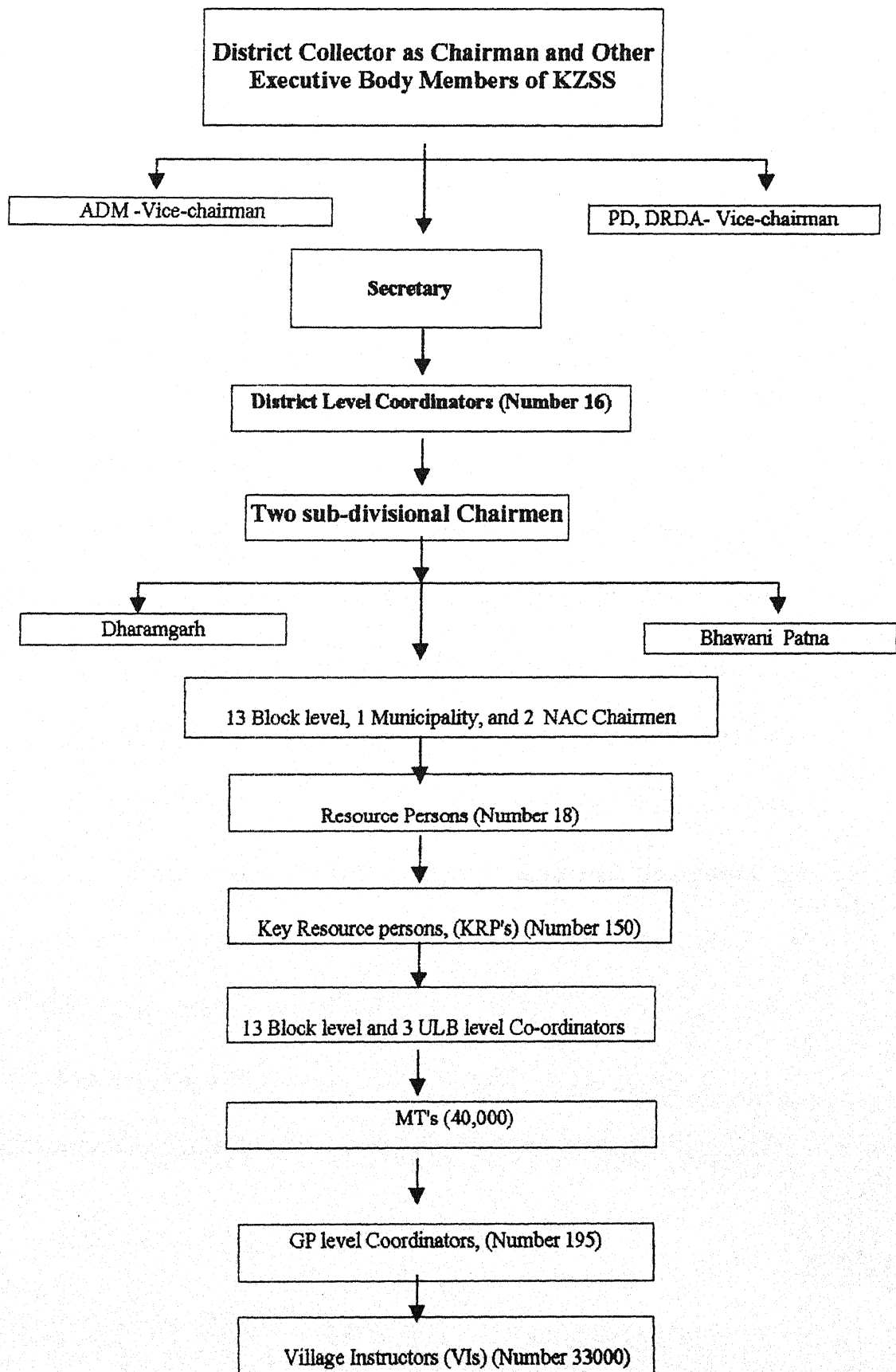
### **2.1 BACKGROUND :**

**T**HERE was no literacy project in any of the districts of Orissa State upto 1990. Encouraged by the success of literacy campaigns in Ernakulam and Kottayam districts of Kerala and the initiatives of the National Literacy Mission, the districts of Orissa state started constituting their respective Zilla Saksharata Samities to launch literacy programmes. The district of Kalahandi also registered its Zilla Saksharata Samiti (ZSS) under the Societies Registration Act, 1860 on October 23, 1991. It received the sanction for Total Literacy Campaign on March 24, 1992 but started it on September 5, 1992. The TLC was to end on March 31, 1995 and during the same month i.e., March 24, 1995,

ZSS, Kalahandi received the sanction for Post Literacy Programme. However, it launched its PL programme after four months from its sanction i.e., from August 1, 1995. The PL programme was of two years duration and it should have ended in August, 1997. However, PLP could not be winded up by this date and KZSS sought its extension. The government gave the sanction of PL Programme by March, 2000 though the KZSS sought the extension upto May, 2000. As the Government did not sanction the Continuing Education Programme (CEP) by this date, KZSS continued its PL programme even today.

In the structure of KZSS, there are some districts co-ordinators who were not on the deputation from the State Govt., were paid Rs.2000/- p.m. Similarly fourteen block/NAC level co-ordinators out of total sixteen and 165 GP level co-ordinators were without deputation. They were paid Rs. 600/- p.m. and Rs.300/- p.m. respectively. The payment to GP level coordinators could not be made since the time frame of completion of PL Phase determined by the government of India, i.e., February, 1997. However, all the GP level coordinators are still continuing without getting any honorarium.

## 2.2 STRUCTURE OF ZSS, KALAHANDI DURING PL PHASE:



It reflected from above that the structure of ZSS, Kalahandi was designed in such a way to decentralize the activities of the programme so that grass root participation could be ensured and effective implementation could be possible. Besides, the Constitution of GP and block levels saksharata control rooms and core committees, each village has a Saksharata Samiti, consisting of one president, one secretary, eleven members including Govt. officials, elected ward members and village activists. Each Saksharata Samiti has four 'Pragati Kendras'. The Pragati Kendras were the Centre where teaching/learning and other activities were carried through. In this way, right from the district literacy control room to the bottom level, a complete linked network was created by the KZSS. Our discussion with the functionaries of PL programme associated at different levels revealed that the system worked efficiently for about two years since the start of PL Programme. However, lately it slackened because of the recurring district level administrative reshuffling particularly the transfer of Collector, ADM of the district and the Secretary, ZSS. Besides, three tier panchayati raj election, recurring drought in the district and frequent visit of high level officials also adversely effected the PL Programme.

### 2.3.1 SUMMARY STATISTICS OF TLC AND PLP : DISTRICT KALAHANDI

The brief information of Total Literacy Campaign and Post Literacy Programme of the Zilla Saksharata Samiti, Kalahandi has been presented in the Table II.1.

Table II.1

#### TOTAL LITERACY CAMPAIGN AND POST LITERACY PROGRAMME: KALAHANDI ZILLA SAKSHARATA SAMITI, BHAWANI PATNA, ORISSA.

(Summary Information)

1. Date of Registration of KZSS : 23 October, 1991
2. Date of Sanction: TLC: 24 March, 1992 PLP: 24 March, 1995
3. Date of Start of: TLC: 5 September, 1992 PLP: 1 August, 1995

4. Coverage Details:

TOTAL LITERACY CAMPAIGN			POST LITERACY PROGRAMME		
Area	From	To	Area	From	To
13 Blocks, 2 NAC's and 1 Municipality	05-09-92	31-07-95	13 Blocks, 2 NAC's and 1 Municipality	01-08-95	Continuing

5. Amount Approved (Rs. In lakh) TLC: 264.70 PLP: 212.04



## 6. Amount Released (Rs. In lakh)

TOTAL LITERACY CAMPAIGN		POST LITERACY PROGRAMME	
NLM	150	NLM	70.68
STATE GOVT.	75	STATE GOVT.	35.34
TOTAL	225	TOTAL	106.02

## 7. Survey Details (Age-group 15-35 years)

Phase	Total	Male	Female	SC	ST
TLC: Target Enrolled	3,01,245	1,38,572	1,62,673	68,211	1,08,448
	2,64,068	1,21,471	1,42,597	58,147	95,945
N0. Proposed in PLP	2,64,068	1,21,471	1,42,597	58,147	95,945

## 8. Campaign Status as on 31 March, 2000

Enrolment in TLC		Enrolment in PLP
Male	1,21,471	85,016
Female	1,42,597	91,973
SC	58,147	38,936
ST	95,945	63,637
Total	2,64,068	1,76,989

## 9. Progress in TLC Phase :

Primer	Number of Learners Completed				
	Male	Female	SC	ST	TOTAL
Primer -I	1,09,698	1,28,588	52,431	58,529	2,38,286
Primer-II	87,107	1,01,905	41,549	68,593	1,89,012
Primer-III	85,016	91,973	38,936	63,637	1,76,989

## 10. Progress in Post Literacy Phase :

Neo-Literates	Male	Female	SC	ST	TOTAL
No.completed PL Primer	74,109	85,437	34,926	56,729	1,59,546
No.attending Centres on an average	85,016	91,973	38,936	63,637	1,76,989
No.continued to attend Centres even after completion of PL-Primer	73,904	63,145	23,598	35,689	1,37,049

## 11. Receipt and Expenditure :

Total Literacy Campaign				Post Literacy Programme		
	NLM	State	Campaign	NLM	State	Total
Total Receipt	150	75	225	70.68	35.34	106.02
Total Expenditure	150	75	243.50	70.63	18.75	89.38
Balance	-	-	18.50*	0.50	6.59	16.64

\*It is the excess amount taken as loan from DRDA.

## 12. Item-wise Expenditure during PL Phase (as on 20.8.99)

Sl.No.	Items	Expenditure	Percentage
1.	Survey	47,102.00	0.55
2.	Monitoring & Evaluation	11,36,601.04	13.36
3.	EB Activities	3,07,564.45	3.62
4.	Administrative Cost	22,29,723.81	26.21
5.	Overall Contingencies	6,26,423.40	7.36
6.	Training Orientation	8,07,460.95	9.49
7.	Materials	22,70,152.35	26.68
8.	Liabilities of TLC Period Cleared to Nawapada District	10,83,000.00	12.73
	<b>TOTAL</b>	<b>85,08,028.00</b>	<b>100.00</b>

## 13. External Evaluation of Total Literacy Campaign :

39328

1. Concurrent Evaluation on January 8, 1999.

**Agency : Council for Social Development, Hyderabad**

## 14. Evaluation of Post Literacy Programme:

1. Final Evaluation started on June 17, 2000 and completed on October 17, 2000.

**Agency : Grl Institute of Development Studies, Sector O Aliganj, Lucknow-226 024, U.P.**

## 2.4 OUTCOME OF TOTAL LITERACY CAMPAIGN :

The data furnished by the Kalahandi Zilla Saksharata Samiti indicated that a total of 3,01,245 non-literates were identified as the target learners for TLC Phase in Kalahandi district. Out of these target learners, 2,64,068 learners were enrolled for teaching/learning. Thus, the proportion of enrolled learners in target learners constituted 87.66 per cent. During the TLC phase, 30,731 learners in target learners dropped out, 1,53,159 learners achieved the NLM norms and 80,178 learners failed to obtain the norms. In this way, 58.00 per cent of enrolled learners achieved NLM norms while 11.64 per cent dropped out and 30.36 per cent learners could not achieve the norms. The main features of TLC phase have been presented in Table 2.2.

Table II.2

### Summary of TLC Phase

Sl.No	Particulars	Number
1.	No. of Target non-literates in Kalahandi district	3,01,245
2.	No. of non-literates enrolled during TLC	2,64,068
3.	No. of enrolled learners dropped out during TLC	30,731
4.	No. of enrolled learners achieved NLM norms	1,53,159
5.	No. of learners who could not achieve NLM Norms	80,178

Source : Kalahandi Zilla Saksharata Samiti

## **2.5 MOPPING UP OPERATION:**

The objective of mopping up operation was to assess the number of non-literates who could not be made literate during the TLC phase as well as to enumerate the new non-literate entrants because of the time lag of TLC phase. These non-literates were to be enrolled to impart literacy skills during the post literacy programme period.

The success of mopping up operation of the Kalahandi Zilla Saksharata Samiti was examined by us on the basis of (i) the number of non-literates enrolled during mopping up operation as against the number of non-literates identified, (ii) number of learners completed Primer-III from the learners enrolled and (iii) the number of learners who could achieve the NLM Competency level.

The target of mopping up operation as evident in Table II.3 showed that 98,440 non-literates were identified in which included 56,348 left out learners of TLC phase, 11,361 interested learners and 30,731 drop-out learners.

Table II.3

## Target of Mopping up Operation

Sl.No.	Particulars	Number
1.	No. of left out learners of TLC phase	56,348
2.	No. of interested learners	11,361
3.	No. of drop-out learners*	30,731
	Total	98,440

Source: Kalahandi Zilla Saksharata Samiti.

Out of the total target of mopping up period, 81,576 non-literates i.e. 82.87 per cent were enrolled for teaching/learning. The data as shown in Table II.4 revealed that all the left out learners of TLC phase, interested learners and drop-out learners were found to have been enrolled. Besides, 2307 learners who completed P-III were also enrolled for testing of their literacy achievement as per the NLM norms though 18,703 learners were found to have dropped during the mopping up period. In this way, we find that the achievement of KZSS in terms of enrolment of learners during the mopping up operation was satisfactory.



Table II.4

## Enrollment in Mopping up operation

Sl.No.	Learners	Number
1.	No. of left-out learners of TLC	37,177
2.	No. of interested non-literates enrolled	11,361
3.	No. of drop-out learners re-enrolled	30,731
4.	Learners completed P-III	2,307
5.	Learners dropped out during Mopping up operation	18,703
	Total Learners Enrolled during Mopping up operation	81,576

Source : Kalahandi Zilla Saksharata Samiti.

**2.6 LEARNERS COMPLETED PRIMER II AND III :**

The data furnished by the KZSS showed that as on March 2000, 1,71,492 learners during TLC phase and 68,213 learners during PL phase completed P-II. In this way, 64.94 per cent of the enrolled learners in TLC phase and 83.62 per cent during PLP phase completed Primer II.

The number of learners who completed P-III during the TLC phase were 1,68,268 against the enrolled learners of 2,64,068. The learners who

completed P-III during PL phase were 65,268 as against the 81,576 learners enrolled during mopping up period.

## **2.7 LEARNERS COMPLETED PL PRIMER :**

The KZSS has reported that as on March 2000, a total of 1,59,546 neo-literates completed PL Primer against the enrolled neo-literates of 1,76,989 during PL period. Thus, 90.14 per cent of the enrolled neo-literates reported to have completed PL Primer in Kalahandi district.

## **2.8 ESTIMATED NUMBER AND PERCENTAGE OF LEARNERS MADE LITERATES DURING TLC AND PLP PHASES :**

The information furnished by the KZSS revealed that a total 1,68,268 learners during TLC phase and 68,213 learners in PLP period completed P-III and passed T9 test. Thus, a total of 2,36, 481 non-literates were made literates by the KZSS during its TLC and PLP phases. The proportion of learners made literate was 68.42 per cent in the enrolled learners of the district of both the phases.

## **2.9 PER LEARNER KZSS EXPENDITURE :**

The analysis of expenditure vis-a-vis learners covered during the total literacy campaign and post literacy programme highlighted the fact

Kalahandi Zilla Saksharata Samiti did not remain economical while making expenditures. The calculation of per learner sanctioned cost was Rs.75.62 while the released per learner cost was Rs.64.28 for the Total Literacy Campaign. Contrary to this, KZSS made per learner expenditure of Rs.69.42 during TLC period which was Rs.5.41 more per learner. The government sanctioned Rs.80.29 per learner during the PL period while it released Rs.40.14 per learner. The KZSS spent Rs.37.64 per learner as on September, 2000 during the post literacy programme period, covering 2,64,068 learners sanctioned by the NLM.

## **2.10 AN OVER VIEW:**

The above analysis indicated the fact that KZSS achievements in terms of enrolment of learners during the Total Literacy Campaign and Post literacy period were found to be satisfactory. The enrolment of mopping up and PL learners was also found to be noteworthy. The success in terms of non-literates who were made literate by the KZSS was, to some extent, appreciable. However, KZSS could not maintain economy in expenditure which resulted in increased per learner cost during TLC phase. Hence, KZSS will have to take all possible initiatives to economise expenditure during its forthcoming Continuing Education Programme (CEP).

## **CHAPTER III**

# **STATUS OF ACHIEVEMENT IN LITERACY SKILLS: POST LITERACY PROGRAMME IN KALAHANDI DISTRICT**

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### **3.1 INTRODUCTION:**

IT has been mentioned earlier that two type of learners were enrolled for teaching/learning during the Post Literacy Programme. One group was of the non-literates who could not participate in the Total Literacy Campaign due to their non-enrolment or drop-out. The other group was of the neo-literates who were enrolled for the retention and upgradation of literacy skills acquired by them during the TLC phase. Therefore, the evaluation of the Status of literacy achievement of both categories of learners was required to assess the success of the Post Literacy Programme, implemented by the Kalahandi Zilla Saksharata

Samiti in Kalahandi district. For this purpose, two set of test papers were developed. Both type of test papers were based on the NLM guidelines and each paper consisted of 100 marks. The weightage to the competency areas in terms of the marks allotted was reading 40, writing 30 and arithmetic 30 marks.

### **3.2 SUCCESS OF MOPPING UP LEARNERS ON NLM CRITERIA:**

The guidelines of National Literacy Mission for the evaluation of Total Literacy Campaign stipulated that a learners will be treated to have achieved the NLM prescribed norms if he obtained 70 per cent and above Marks in total marks and 50 per cent marks each in reading, writing and numeracy. The NLM guidelines for the evaluation of Post Literacy Programme has not mentioned as how to assess the success of mopping up learners of PL Phase. Therefore, we have adopted the TLC criteria as explained above. On this criteria, distribution of mopping up learners of PL phase was made in Table III.1. It became evident from the table that among the sample learners, 52.44 per cent obtained NLM expected proficiency by achieving 70 per cent marks in aggregate and 50 per cent each in reading, writing and numeracy. In the way, the achievement of KZSS in terms of success of mopping up learners appeared to be satisfactory. However, the level of achievement was evident to be quite

**Table III.1**

**Block-wise Distribution of Learners of Mopping up phase who obtained the NLM norms**

<b>Sl. No</b>	<b>Blocks</b>	<b>No. of Mopping Up Learners</b>	<b>Percentage</b>
<b>1.</b>	<b>Dharamgarh</b>	<b>131</b>	<b>42.26</b>
<b>2.</b>	<b>Golamunda</b>	<b>223</b>	<b>57.33</b>
<b>3.</b>	<b>Junagarh</b>	<b>257</b>	<b>53.33</b>
<b>4.</b>	<b>Karlamunda</b>	<b>96</b>	<b>53.04</b>
<b>5.</b>	<b>Kalampur</b>	<b>80</b>	<b>48.48</b>
<b>6.</b>	<b>Kesinga</b>	<b>209</b>	<b>58.22</b>
<b>7.</b>	<b>Koksara</b>	<b>162</b>	<b>42.97</b>
<b>8.</b>	<b>M. Rampur</b>	<b>117</b>	<b>51.32</b>
<b>9.</b>	<b>Narla</b>	<b>153</b>	<b>51.17</b>
<b>10.</b>	<b>Sadar</b>	<b>298</b>	<b>55.81</b>
<b>11.</b>	<b>Kesinga (NAC)</b>	<b>37</b>	<b>78.72</b>
	<b>Total</b>	<b>1763</b>	<b>52.44</b>

**Source : Based on test result.**



uneven across different blocks. While the success rate of learners of Kesinga (NAC) was came out to be the highest (78.72 per cent), the outcome was distressing in Koksara, Dharamgarh and Kalampur blocks in particular. The results, suggested that despite achieving satisfactory results, KZSS could not uniformly implement its PL programme across the district.

### **3.3 CLASSIFICATION OF MOPPING UP LEARNERS ACCORDING TO TOTAL MARKS OBTAINED:**

All the sample mopping up learners were classified according to marks obtained by them in four group of marks and shown in Table III.2 and annexure-I. The analysis indicated that 62.37 per cent of the tested mopping up learners obtained 70 per cent and above marks. Besides, a sizeable proportion of 21.77 per cent of learners was found to be close to achieving the 70 per cent limit. Thus, test result indicated that KZSS tried to achieve remarkable success and the outcome could not be as remarkable as expected because of the slowing down of programme in certain blocks. On the whole, the result may be considered as satisfactory achievement.



**Table III.2**

**Distribution of Mopping up Learners of Kalahandi District according to total marks obtained (maximum marks=100)**

<b>Marks</b>	<b>No. of Mopping up Learners</b>	<b>Per centage</b>
<b>0-49</b>	<b>166</b>	<b>4.94</b>
<b>50-59</b>	<b>367</b>	<b>10.92</b>
<b>60-69</b>	<b>732</b>	<b>21.77</b>
<b>70 &amp; above</b>	<b>2097</b>	<b>62.37</b>
<b>Total</b>	<b>3362</b>	<b>100.00</b>

**Source : Based on test result.**

### **3.3 SUCCESS OF MOPPING UP LEARNERS IN READING :**

The NLM has recommended 50 per cent marks of the total marks allotted to each literacy skill as qualifying marks to obtain the expected proficiency in each literacy skill of reading, writing and numeracy. Accordingly, the mopping up learners were classified on the basis of marks obtained by them in reading in Table III.3 and Annexure-II. The result as evident from the table indicated that 79.42 per cent of the tested learners achieved the NLM expected proficiency in reading. Besides, majority of the remaining learners were found to be close to achieving the NLM subscribed cut off line.

**Table III.3**

**Distribution of mopping up learners of Kalahandi district according to markss obtained in Reading (maximum marks-40)**

Marks	No. of mopping up learners	Percentage	
0-4	49	1.46	
5-9	66	1.96	
10-14	143	4.25	
15-19	434	12.91	
20-24	753	22.40	79.42 %
25-29	879	26.14	
30-34	633	18.83	
35 & above	405	12.05	
TOTAL	3362	(100.00)	

**Source : Based on test result.**

### **3.5 SUCCESS OF MOPPING UP LEARNERS IN WRITING :**

The mopping up learners were classified according to marks obtained by them in writing skill in order to find out that how many of those total learners achieved the NLM cut off point in writing skill. The results have been shown in Table III.4 and Annexure-III. It bacame evident from the table that 68.20 per cent of the tested learners achieved the NLM

prescribed limit of 50 per cent marks in reading. It became further evident that around 15 per cent of them were found to be close to achieving the limit. The result, thus, indicated that writing was the difficult literacy area of the mopping up learners and KZSS could not lay emphasis on this particular skill despite the known fact that writing skill has been considered as the most difficult area in literacy programme.

Table -III.4

**Distribution of mopping learners of Kalahandi district according to marks obtained in writing (maximum marks-30)**

Marks	No. of mopping up learners	Percentage	
0-4	197	5.86	
5-9	376	11.18	
10-14	496	14.76	
15-19	710	21.12	68.20%
20-24	974	28.97	
25 & above	609	18.11	
TOTAL	3362	100.00	

Source: Based on test result.

### 3.6 SUCCESS OF MOPPING UP LEARNERS IN ARITHMETIC :

On the basis of test carried by us, the mopping up learners wer classified according to marks obtained by them in arithmetic. The result as presented in Table III.5 and Annexure-IV showed satisfactory performance of these learners in arithmetic skill. It became evident that

**Table -III.5**

**Distribution of mopping up learners of Kalahandi district according to marks obtained in arithmetic (Maximum marks-30)**

Marks	No. of mopping up learners	Percentage	
0-4	163	4.84	
5-9	280	8.33	
10-14	370	11.01	
15-19	586	17.43	75.82%
20-24	938	27.90	
25 & above	1025	30.49	
<b>TOTAL</b>	<b>3362</b>	<b>100.00</b>	

**Source: Based on test result.**

75.82 per cent of the tested learners obtained NLM recommended proficiency level in arithmetic skill. It also reflected that around 11 per cent of them were found to be close to obtaining the level. Here again intra-block differences were sharply evident.

### **3.7 AVERAGE MARKS OBTAINED BY THE MOPPING UP LEARNERS :**

The average marks obtained by the mopping up learners in each competency area and the aggregate were worked out and shown in Table III.6 and Annexure-V. It became evident from the table that on an average mopping up learners obtained more than fifty per cent marks in each literacy skill of writing, reading and arithmetic. On this criteria, the success of KZSS in terms of literacy achievement of mopping up learners appears to be satisfactory.

**Table -III.6**

**Average marks obtained by the mopping up learners of Kalahandi district in Reading, Writing and Arithmetic**

Competency area	Maximum marks	Average marks obtained
Reading	40	24.28
Writing	30	20.37
Arithmetic	30	21.28
TOTAL	100.00	65.93

**Source : Based on test result.**

### **3.8 LITERACY SKILLS OF NEO-LITERATES :**

The test was conducted to evaluate the retention and upgradation of literacy skills of neo-literates acquired by them during the TLC phase. The evaluation guidelines for the Post Literacy Programme did not mention any cut off point of marks to be obtained by the neo-literates to be treated as successful or otherwise. According to Dave Committee recommendations, the expected proficiency in different skills of reading, writing and numeracy could be covered during the Post Literacy Phase. Hence, the NLM criteria of achieving proficiency in these skills, i.e., 70 percent marks in aggregate and 50 percent in each skill has been followed here. Accordingly, such neo-literates were sorted out who satisfied this criteria. The exercise was carried in order to get an idea that how many of those tested neo-literates succeeded in achieving the NLM norms. The result has been presented in Table III-7. It became evident from the table that 54.89 per cent of the tested neo-literates achieved the NLM prescribed literacy level. Thus around 55 percent of the neo-literates of KZSS who obtained the NLM norms may be regarded here as satisfactory achievement taking into account the recommendation of Ghosh Committee of the NLM which has prescribed that the success of a ZSS can be regarded as satisfactory if more than fifty percent of its learners



achieve the NLM prescribed norms. However, intra-block variations in literacy achievement were sharply evident.

**Table III. 7**

**Block-wise Distribution of Sample Neo-literates of Kalahandi district  
Obtaining NLM Norms**

Sl.No	Blocks	No. of Neo-literates	Percentage
1.	Dharamgarh	126	38.65
2.	Golamunda	275	67.07
3.	Junagarh	259	52.11
4.	Karlamunda	101	53.16
5.	Kalampur	96	55.17
6.	Kesinga	265	70.11
7.	Koksara	217	54.66
8.	M. Rampur	202	53.30
9.	Narla	168	53.33
10.	Sadar	292	51.87
11.	Kesinga (NAC)	71	91.03
	TOTAL	2072	54.89

Source: Based on test result.



It was also examined in Table III.8 and Annexure VI that how many of the tested neo-literates obtained 70 per cent marks in total marks. It became evident that 64.12 percent of the tested neo-literates obtained 70 percent and above marks. Besides, 19.05 per cent were found to be close to achieve the 70 percent limit.

**Table III.8**

**Distribution of Neo-literates of Kalahandi district according to total marks obtained (maximum marks = 100)**

<b>Marks</b>	<b>No. of Neo-literates tested</b>	<b>Percentage</b>
<b>0-49</b>	<b>208</b>	<b>5.61</b>
<b>50-59</b>	<b>416</b>	<b>11.22</b>
<b>60-69</b>	<b>706</b>	<b>19.05</b>
<b>70 &amp; above</b>	<b>2377</b>	<b>64.12</b>
<b>Total</b>	<b>3707</b>	<b>100.00</b>

**Source : Based on test result.**

### **3.9 LITERACY SKILL OF NEO-LITERATES IN READING:**

The classification of neo-literates according to marks obtained by them in reading skill has been presented in Table III.9 and Annexure VII. It became evident from the table that 85.54 percent of the tested neo-literates achieved the NLM prescribed efficiency in retention and upgradation of reading skill. Moreover, around 7 percent were found to be close to achieving the limit. Since reading is regarded as the easiest literacy skill, intra-block variations in success rate were not much sharp. The neo-literates of Kesinga, (NAC) demonstrated very good performance as all the tested neo-literates from here achieved fifty and above percent of marks in reading.

### **3.10 LITERACY SKILL OF NEO-LITERATES IN WRITING:**

The status of retention and upgradation of literacy skill of neo-literates in writing has been shown in Table III.10 and Annexure VIII. It became evident from the table that 62.29 percent of the tested neo-literates were found to have attained fifty percent marks in writing skill. Besides around 22 percent of them were close to achieve the fifty percent marks. Hence, it reflected that the proficiency in retention and upgradation of writing skill was comparatively lower. It is so also that writing is difficult also as compared to reading.

**Table III.9**

**Distribution of Neo-literates of Kalahandi district according to marks obtained in reading (maximum marks=40)**

<b>Marks</b>	<b>No. of Neo-literates tested</b>	<b>Percentage</b>
<b>0-4</b>	<b>121</b>	<b>3.26</b>
<b>5-9</b>	<b>33</b>	<b>0.89</b>
<b>10-14</b>	<b>120</b>	<b>3.24</b>
<b>15-19</b>	<b>262</b>	<b>7.07</b>
<b>20-24</b>	<b>670</b>	<b>18.07</b>
<b>25-29</b>	<b>971</b>	<b>26.19</b>
<b>30-34</b>	<b>925</b>	<b>24.96</b>
<b>35 &amp; above</b>	<b>605</b>	<b>16.32</b>
<b>TOTAL</b>	<b>3707</b>	<b>100.00</b>

**Source : Based on test result.**

Table III.10

**Distribution of Neo-literates of Kalahandi district according to marks obtained in writing (maximum marks-30)**

Marks	No. of Neo-literates tested	Percentage
0-4	280	7.55
5-9	292	7.88
10-14	826	22.28
15-19	802	21.64
20-24	158	4.26
25 & above	1349	36.39
TOTAL	3707	100.00

Source : Based on test result.

### 3.11 LITERACY SKILL OF NEO-LITERATES IN ARITHMETIC:

The level of retention and upgradation of literacy skill in arithmetic was found to be satisfactory as 88.85 percent of the tested neo-literates were found to have obtained the NLM prescribed proficiency level in arithmetic. Moreover, around 5 percent of the neo-literates were found to be close to achieving the level if KZSS would have put some extra effort. In Table III.11 and Annexure IX, distribution of neo-literates was made according to marks obtained by them in arithmetic.

**Table III. 11**

**Distribution of Neo-literates of Kalahandi district according to marks obtained in Arithmetic (maximum marks=30)**

<b>Marks</b>	<b>No. of Neo-literates tested</b>	<b>Percentage</b>
<b>0-4</b>	<b>140</b>	<b>3.78</b>
<b>5-9</b>	<b>90</b>	<b>2.43</b>
<b>10-14</b>	<b>183</b>	<b>4.94</b>
<b>15-19</b>	<b>641</b>	<b>17.29</b>
<b>20-24</b>	<b>1358</b>	<b>36.63</b>
<b>25 &amp; above</b>	<b>1295</b>	<b>34.93</b>
<b>TOTAL</b>	<b>3707</b>	<b>100.00</b>

**Source : Based on test result.**

### **3.12 AVERAGE MARKS OBTAINED:**

The average marks obtained by the neo-literates were found to be more than fifty percent in reading and arithmetic. In case of writing skill, average marks were below 50 percent which indicated that writing remained the weakest area of the neo-literates. In Table III.12 and Annexure X, average marks obtained by the neo-literates of Kalahandi district have been presented.

**Table III.12**

**Average marks obtained by the Neo-literates of Kalahandi district in Reading, Writing and Arithmetic**

<b>Competency Area</b>	<b>Maximum Marks</b>	<b>Average marks obtained</b>
<b>Reading</b>	<b>40</b>	<b>22.69</b>
<b>Writing</b>	<b>30</b>	<b>13.92</b>
<b>Arithmetic</b>	<b>30</b>	<b>17.96</b>
<b>TOTAL</b>	<b>100</b>	<b>54.57</b>

**Source : Based on test result.**

### **3.13 SUCCESS RATE IN POST LITERACY PROGRAMME OF KALAHANDI ZILLA SAKSHARATA SAMITI.**

The NLM has recommended to calculate the success rate of post-literacy programme as per the methodology given in the guidelines for the Evaluation of Post-Literacy Programme. According to it, learning achievement is to be calculated not only on the basis of sample neo-literates but the success is also to be assessed taking into account the target neo-literates as has been done in Table III.13.

Table III.13

**Calculation of success rate in Post Literacy Programme of Kalahandi  
District : as per NLM guidelines**

**(learning achievement vis-a-vis target)**

Sl. No.	ITEMS	Number/ Percentage
1.	Target learners	2,64,068
2.	Number of current learners	1,76,989
3.	Sample size:	
	(a) as percentage of current learners in Kalahandi District	2.00
	(b) In absolute number	<del>3540</del> 3540
4.	Actual Sample Size	
	(a) In absolute number	3707
	(b) As percentage of current learners in Kalahandi district	2.09
5.	Total Number of learners who appeared in the Test	3793
6.	Number of proxy learners	86
7.	Number of Genuine learners	3707
8.	Number of learners absent from the Test	NIL
9.	Number of genuine learners in the sample achieving NLM norms i.e., those securing 70 percent or more in aggregate and at least 50 percent each of the 3 RS.	2035
10.	Percentage of genuine learners achieving NLM norms (item 9/item 7x100)	54.89
11.	Total number of current learners in the sample achieving NLM norms	2035
12.	Percentage of current learners in the sample achieving NLM norms	54.89
	Item 11	
	_____ X 100	
	Item 4(a)	
13.	Number of current learners in the Kalahandi district estimated to have achieved NLM norms (Percentage under item 12 to the item No.2	97,149
14.	Percentage of learners achieving NLM norms as against the target in Kalahandi district (No. of current learners in Kalahandi district achieving NLM norms	36.78
	_____ X 100	
	Number of Target Learners in Kalahandi district	



It reflected from the table that on the sample basis, success rate of retention and upgradation of literacy skill of neo-literates came to 54.89 per cent. The success rate went down to 36.78 per cent, leaving a gap of 18.11 per cent when calculated on the basis of total target learners of PL Phase. Our view is that the estimation of rate of success vis-a-vis target neo-literates of PL Programme of Kalahandi district may not be relevant because in such calculation those learners have been taken into account who have not participated in PL Programme at all. Therefore, we consider the achievement of neo-literates of KZSS as satisfactory.

## **CHAPTER - IV**

### **ADEQUACY AND EFFICIENCY OF DIFFERENT ACTIVITIES OF KALAHANDI ZILLA SAKSHARATA SAMITI DURING THE POST LITERACY PROGRAMME**

4.1

**T**HE NATIONAL LITERACY MISSION (NLM) has prescribed certain activities to be carried through during the post literacy programme. Therefore, Saksharata Samities undertake these activities during the PL phase in order to achieve the programme objectives which laid greater emphasis on the overall development of neo-literates rather than taking care of only usual teaching/learning as remained the thrust during Total Literacy Campaign. The Kalahandi Zilla Saksharata Samiti also carried out these activities during the post literacy programme implemented by it in Kalahandi district. In this chapter, an evaluation has been made that how far the prescribed activities of KZSS during the Post

Literacy period were adequate and how efficiently such activities were carried through.

#### **4.2 ENVIRONMENT BUILDING ACTIVITIES:**

The Environment Building (EB) activities are undertaken during the post literacy programme in order to generate awareness among the neo-literates about various constraints which prohibited their socio-economic development. The Kalahandi Zilla Saksharata Samiti carried out the environmental building activities since beginning of Post Literacy Programme till March, 2000 as shown in Table IV.I

The table showed that KZSS spent Rs.3,31,564.00 on all its EB activities during the PL Programme upto March, 2000. The major EB activities were (i) Posters and wall writing (ii) Cultural troops (iii) Sachetan Samaroh (iv) tableau (v) Street plays and (vi) Awareness Campaigns. The KZSS spent around 81 per cent of all EB expenditures on these activities.

**Table IV-I**

**Environment Building activities of Kalahandi Zilla Saksharata Samiti during Post Literacy Programme (1992-93 to March 2000)**

<b>Sl. No.</b>	<b>Type of EB Activities</b>	<b>Expenditure</b>	<b>Percentage</b>
<b>1.</b>	<b>Posters/Wall Writings</b>	69,218	20.87
<b>2.</b>	<b>Audio Cassettes</b>	3,706	1.17
<b>3.</b>	<b>Rallies</b>	13,278	4.00
<b>4.</b>	<b>Street Plays</b>	31,383	9.46
<b>5.</b>	<b>TV/VCR shows</b>	10,262	3.09
<b>6.</b>	<b>Awareness Campaigns</b>	23,992	7.23
<b>7.</b>	<b>Mashal Shobha Yatras</b>	11,552	3.48
<b>8.</b>	<b>Sachetan Samarohs</b>	42,610	12.89
<b>9.</b>	<b>Exhibitions</b>	15,610	4.70
<b>10.</b>	<b>Tableaus</b>	36,812	11.10
<b>11.</b>	<b>Cultural Troops</b>	65,762	19.83
<b>12.</b>	<b>Study Tours</b>	7,232	2.18
	<b>TOTAL</b>	<b>3,31,564</b>	<b>100.00</b>

**Source: Kalahandi Zilla Saksharata Samiti.**

The KZSS reported the following impact of its environment building activities.

1. *The rate of enrollment at primary schools had increased by 25 percent and the rate of drop-out decreased.*
2. *People have developed their mental and moral strength against injustice, corruption and other social evils.*
3. *Around 4000 Pragati Kendras throughout the district were in existence in Kalahandi district upto December 1996. After environment building activities, this number went upto 8000. These kendras were capable of ensuring the role of change agent in each village.*
4. *The reading habits among the people had increased. Neo-literates became aware of different development schemes of Government. People participation was increased in health and hygiene, family welfare, safe drinking water, small savings, adoption of drought proof crops, production practices and developmental and social welfare programmes.*

5. *As an outcome of Sachetan Samaroh, a competitive spirit was developed among the villagers with a hope that in the forthcoming years, they will also try to make their village best in the district.*
6. *In Kalahandi district, immunisation campaign for eradicating the polio, measles etc. was great success.*
7. *It was estimated that around 70% of eligible couples have adopted at least one of the family planning methods and 50% of the eligible couples have undergone tubectomy/vasectomy.*
8. *At least 30% of the adult women of the villages have opened and operated "Mahila Samridhi Yojana" Account (MSY)*
9. *It is the perception that a minimum 40% of the people gave up drinking habit.*

The KZSS has reported the above impact of EB activities on the basis of its own assessment which we will be verified from our data analysis and observations in the subsequent chapter. Here we have tried to cross check from the neo-literates and VIs about their awareness of KZSS

reported EB activities. The response of neo-literates about the EB activities of KZSS has been shown in Table IV-2.

Table IV-2

**Environment Building activities of the Kalahandi Zilla Saksharata Samiti during PL phase: Neo-literates, response**

(N=1104)

SL.No.	EB Activities	No.of Neo-literates reporting awareness	Percentage
1.	Posters/Wall Writings	742	67.21
2.	Audio Cassettes	411	37.23
3.	Rallies	508	46.01
4.	Street plays	537	48.64
5.	TV/VCR shows	322	29.17
6.	Awareness Campaigns	831	75.27
7.	Mashal Shobha Yatras	491	44.47
8.	Sachetan Samarohs	688	62.32
9.	Exhibitions	180	16.30
10.	Tableau	288	26.09
11.	Cultural Troops	669	60.59
12.	Study Tours	302	27.36

**Sources: Based on field data.**



It became evident from the table that aware campaign, Sachetan Samaroh and poster/wall writing were the major EB activities about which sizeable number of neo-literates reported to be aware of. Thus it indicated the fact that fairly large number of neo-literates in Kalahandi district were found to be aware of most of the EB activities of the KZSS and hence they reported their active participation.

The VIs response in this regard as shown in Table IV-3 was also found to be the similar. Most of the sample VIs reported their awareness and participation in major EB activities of KZSS.

#### **4.3 MID-TERM EVALUATION OF POST LITERACY PROGRAMME :**

The Secretary, Kalahandi Zilla Saksharata Samiti reported that mid-term evaluation of its Post Literacy Programme in Kalahandi district was not undertaken because KZSS did not receive any guidelines from the NLM or the State Govt. for mid-term evaluation. Therefore, implementation of corrective measures which was to be recommended in mid-term evaluation did not arise at all.

Table IV-3

**Environment Building activities of the Kalahandi Zilla Saksharata Samiti during PL Phase: VI's response**

(N=135)

SL.No	EB Activities	No. of Neo-literates reporting awareness	Percentage
1.	Posters/Wall writings	119	88.15
2.	Audio Cassettes	115	85.19
3.	Rallies	102	75.56
4.	Street Plays	93	68.89
5.	TV/VCR Shows	59	43.70
6.	Awareness Campaigns	117	86.67
7.	Mashal Shobha Yatras	82	60.74
8.	Sachetan Samarohs	104	77.04
9.	Exhibitions	68	50.37
10.	Tableau	64	47.41
11.	Cultural Troops	52	38.52
12.	Study Tours	43	31.85

Source: Based on field data.

#### **4.4 ACCURACY OF RESURVEY:**

The Kalahandi Zilla Saksharata Samiti started its post literacy programme from 1<sup>st</sup> August, 1995 through it got the sanction of PL programme on 24<sup>th</sup> March, 1995. In this way, KZSS should have undertaken a resurvey before starting its PL programme to identify mopping up learners and neo-literates. The Secretary, KZSS reported to us that resurvey was not

undertaken before the start of PL programme . All the left over learners of the TLC plus literates learners identified by VIs were enrolled as mopping up learners. Besides all the learners of TLC phase who completed Primer-III were enrolled as neo-literates during PL phase. Later on,an extensive resurvey was carried by the KZSS to identify and varify the different learners of PL phase. We scrutinised the survey records and verified the accuracy of this survey in the field on the basis of 2 percent random sample. We found the accuracy of resurvey to the extent of around 80 percent.

#### **4.5 VILLAGE INSTRUCTORS (VIs):**

There was a committee at the village level called the Sachetan Samiti. This Sachetan Samiti selected village instructors (VIs) at the village level. The Samiti considered the following conditions while selecting the VIs:

- (i) The VIs were from the same G.P.*
- (ii) They were generally matriculate - high school pass or drop-outs.*
- (iii) They were having organisational and motivational skill*
- (iv) The VIs were generally in the younger age of more than 20 years.*

The Secretary, KZSS reported that around 24000 VIs were involved during the Post Literacy Programme in the Kalahandi district. It was also the assessment of KZSS that around 60 percent of them were the neo-literates and remaining 40 percent the students.

Thus, a total of 24000 VIs were involved during the Post Literacy Programme in Kalahandi district.

#### **4.5.1 AGE OF VIs:**

According to the objective number 4.10 as mentioned in the guidelines of Evaluation of Post Literacy Programme of NLM, average age of VIs involed by the KZSS during PLP phase was to be worked out. In case of Kalahandi district, 135 VIs were selected by us to solicit various information about them and the programme. The sample VIs were also classified according to their age and shown in Table IV-4. It became evident from this table that VIs of the Post Literacy Programme in Kalahandi district were mostly in the age of 25 years and above. Their average age ( $\bar{X}$ ) was worked out to be 32.5 years.

**Table IV-4****Age-wise Distribution of sample Vis****(N=135)**

Sl.No	Age-group (years)	Number of Sample Vis	Percentage
1.	15-19	3	2.22
2.	20-24	5	3.70
3.	25-29	31	22.97
4.	30-34	43	31.85
5.	35-39	29	21.48
6.	40 & above	24	17.78
	<b>TOTAL</b>	<b>135</b>	<b>100.00</b>
	<b>Average age (<math>\bar{X}</math>)</b>		<b>32.5 years</b>

Source : Based on field data.

**4.5.2 QUALIFICATION OF VI's**

The analysis of primary data regarding the qualification of VIs indicated that around 84 percent of the total VIs involved with PLP were found to have high school and junior high school qualification. The remaining 9 percent were intermediate pass and only 7 percent had passed graduation. In Table IV-5, classification of sample VIs was made according to their qualification.

Table IV-5

Distribution of sample VIs according to their qualification

(N=135)

Sl.No	Qualification	Number of Sample VIs	Percentage
1.	Junior High School	51	37.78
2.	High School	62	45.93
3.	Intermediate	12	8.89
4.	Graduate & above	10	7.40
	<b>TOTAL</b>	<b>135</b>	<b>100.00</b>

Source : Based on field data.

**4.5.3 PROFESSION OF VIs:**

It was reported by the sample VIs that they remained engaged in varying profession while being associated with the Post Literacy Programme. The classification of VIs in Table IV-6 according to their profession showed that around one-fourth of the VIs were the cultivators followed by the housewives, students, Aaganbadi workers, in services, self employed, labourers and NGO's workers. In this way most of the VIs involved by the Kalahandi Zilla Saksharata Samiti in its PL Programme were found to be the non-students.



Table IV-6

## Profession of Sample VIs

(N=135)

Sl.No	Profession	Number of Sample VIs	Percentage
1.	Cultivators	33	24.44
2.	House wives	29	21.48
3.	Students	17	12.59
4.	Aaganwadi Workers	14	10.37
5.	Services	13	9.63
6.	Self employed	11	8.15
7.	Labourers	10	7.41
8.	NGO's Workers	8	5.93
	<b>TOTAL</b>	<b>135</b>	<b>100.00</b>

Source: Based on field data.

**4.6 TRAINING:**

The records of KZSS showed that volunteers associated with the Post Literacy Programme were given training from time to time. It was reported that all MTs were provided three days training in February, 1996 and August, 1996. The KRPS were also given three days training during November 13-15, 1996. The Vis also received three days training in



September, 1996. Besides, one day orientation of G.P. level Secretaries and two days training to G.P. co-ordinators was provided during February, 1996 and 13-14 March, 1996. The Presidents and Secretaries of all Sachetan Samities in the district were given PLP related orientation during 13-15 March, 1996. The KZSS organised two days workshop of PET's and headmasters of all high schools of Kalahandi district during November 28-29, 1996. One day convention of youth clubs/ NGO's Presidents/Secretaries was organised by the KZSS. The VIs also participated in several workshops/seminars organised by the KZSS on the subjects like Environment, Legal rights, Woman empowerment etc. during the Post Literacy Programme. The training was provided centrally but at different locations.

The sample VIs were enquired about the training they received. It was tried to know that how often they received training. The replies given by them were classified in Table IV-7.

It became evident from the table that around 4 percent of them got training only once while around 90 percent underwent training from more than one time to five times. Around 6 percent of them reported that they did not receive any training during post literacy programme. It indicated that most of VIs associated with the Post Literacy Programme received

training quite often. It was also reported by most of them (around 82 percent) that they were satisfied with the training given to them during PL phase.

**Table IV-7**

**VIs response about the number of times they participated in Training**

**(N=135)**

<b>SL.No</b>	<b>No. of times training given</b>	<b>Number of Sample VIs</b>
<b>1.</b>	<b>1</b>	<b>5 (3.70)</b>
<b>2.</b>	<b>2</b>	<b>38 (28.15)</b>
<b>3.</b>	<b>3</b>	<b>62 (45.93)</b>
<b>4.</b>	<b>4</b>	<b>3 (2.22)</b>
<b>5.</b>	<b>5+</b>	<b>19 (14.07)</b>
<b>6.</b>	<b>NO Response</b>	<b>8 (5.93)</b>
	<b>TOTAL</b>	<b>135 (100.00)</b>

Source: Based on field data.

#### **4.7 POST LITERACY MATERIALS:**

The Secretary, Kalahandi Zilla Saksharata Samiti reported that the following materials were provided to Pragati Kendras directly, though BDO's were also informed.

- 1. Steel Almirah and Dari (to some pragati kendra, JSN assets were transferred)*
- 2. Three Registers : one for stock, second for distribution of literacy books and third for visitors, besides one attendance register.*
- 3. PL-primer-Naya Jeevan*
- 4. 96 books in one set. A total of 4000 sets were supplied.*
- 5. Note books, slates, pencils/rubbers and chalk were given to Pragati Kendras but were purchased during TLC phase.*

It was reported that PL-primer 'Naya Jeevan' and 28 titles of library books written by the local Kalahandi writers were provided by the KZSS. The remaining 68 titles of library books were procured from the SRC, Bhubaneswar, BGVS and other Oriya publication. The materials, as we observed, were normal in quality, language, style and content.

It was further ascertained by us that to what extent some of the above materials provided by the KZSS to Pragati Kendra reached to the neo-literates for use. The replies given by them have been presented in Table IV-8.

Table IV-8

**Materials Received by the Neo-literates During  
Post Literacy Programme**

(N=1104)

Sl.No.	Materials	No. of Neo-literates	Percentage
1.	PL primers	948	85.87
2.	Books	914	82.79
3.	Note Books	631	57.16
4.	Slate/chalk	903	81.79
5.	Pens/Pencils/Rubbers	786	71.20

**Source : Based on Field Data**

It became evident from the table that despite the supply of materials to Pragati Kendras, all of the neo-literates did not receive the same. Even the PL primer could not be received by around 14 percent of the neo-

literates. Our own observation in the field indicated that materials given to Pragati Kendra by the KZSS were generally found to have been given to the neo-literates. It became further evident from the data analysis that most of the neo-literates (92.89 percent) were found to be satisfied with the quality of materials provided to them.

#### **4.8 LIBRARIES:**

The NLM has assigned a crucial role to the proper functioning of libraries during the Post Literacy Programme. It appeared to us that Kalahandi Zills Saksharata Samiti had paid enough attention to the proper functioning of libraries during its PL phase. The block-wise distribution of library books by KZSS has been shown in Table IV.9. As reported by the KZSS, 4000 libraries-one library in each Pragati Kendra was opened in the entire district. The books which were supplied directly to Pragati Kendras have been shown in Table IV.9

During our visit to various Pragati Kendras in the district it came out that the books which were provided by the KZSS, were received by them. The Pragati Kendras issued the books to neo-literates by maintaining a issue register. It was found by us that this issue register was not properly

Table IV-9

**Block-wise Distribution of Title Books Supplied by Kalahandi Zilla  
Saksharata Samiti**

(N=1104)

SL No.	Blocks	No. of sets supplied (96 books in each set)
1.	Karlamunda	157
2.	M. Rampur	262
3.	Lanjigarh	373
4.	Narla	347
5.	Kesinga	307
6.	Bhawani Patna	475
7.	M Rampur	297
8.	Kalampur	153
9.	Junagarh	431
10.	Dharamgarh	285
11.	Golamunda	316
12.	Koksara	261
13.	Jaipatna	285
14.	Bhawani Patna (Municipality)	19
15.	Kesinga (NAC)	16
16.	Junagarh (NAC)	16
	<b>TOTAL</b>	<b>4000</b>

**Source : Kalahandi Zilla Saksharata Samiti**



maintained by most of the Pragati Kendras as in many cases, date of issue of books was not shown since many months. Hence, we had the impression during our field visit that functioning of libraries remained well during the initial months of PL programme but gradually as the programme proceeded, the slackness came in and the situation as existed today indicated that functioning of libraries generally have come to a halt at most of the Pragati Kendras.

#### **4.8.1. BORROWING OF BOOKS:**

The KZSS officials reported to us that the neo-literates of district borrowed books from libraries generally for a week. It was a general practice prevalent across the Kalahandi district. When we enquired from the sample neo-literates about the duration for which they borrowed books from libraries, it was reported by more than half of them that they retained library books for a week. The response of neo-literates as shown in Table IV.10 indicated that majority of neo-literates borrowed books from the libraries of their Pragati Kendras for 2 to 7 days, depending upon their habit and speed of reading.



**Table IV-10****Duration of Borrowing of Books from Libraries : Neo-literates  
response****(N=1104)**

<b>S.No.</b>	<b>Period</b>	<b>No. of literates</b>	<b>Neo- Percentage</b>
<b>1.</b>	<b>2 days</b>	<b>62</b>	<b>5.62</b>
<b>2.</b>	<b>3 days</b>	<b>79</b>	<b>7.16</b>
<b>3.</b>	<b>4 days</b>	<b>90</b>	<b>8.15</b>
<b>4.</b>	<b>5 days</b>	<b>139</b>	<b>12.59</b>
<b>5.</b>	<b>6 days</b>	<b>9</b>	<b>0.82</b>
<b>6.</b>	<b>7 days</b>	<b>591</b>	<b>53.53</b>
<b>7.</b>	<b>8 days</b>	<b>134</b>	<b>12.13</b>
	<b>TOTAL</b>	<b>1104</b>	<b>100.00</b>

**Source : Based on Field Data**

## **CHAPTER V**

### **IMPACT OF POST LITERACY PROGRAMME ON LEARNERS AND COMMUNITY**

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**T**HIS part of the study relates to the impact of PL programme on the lives of neo-literates as mentioned in the objectives of the guidelines for the evaluation of Post Literacy Programme. The impact has been observed with the help of information supplied by KZSS and also by asking relevant question through interview schedules designed to evaluate the impact of PL programme on neo-literates in particular and community in general. According to NLM guidelines, this is the most important part of the evaluation. In this chapter, the following aspects have been analysed to assess the impact of PL programme implemented by Kalahandi Zilla Saksharata Samiti.

- (i) *To examine the impact of vocational and skill development programmes on the learners and community.*
- (ii) *To study the awareness level of neo-literates, their access to and benefits from various development programmes.*
- (iii) *How far learners in particular and community in general have been able to overcome impediments that stand in their way of socio-economic development.*
- (iv) *Impact of various activities launched during PLP for empowerment of women.*
- (v) *To study the other direct and indirect impacts of TLC and PLP on learners and community.*

## **5.1 VOCATIONAL AND SKILL DEVELOPMENT PROGRAMMES:**

The field visits, information supplied by the office of the KZSS and the interview of sample neo-literates in Kalahandi revealed that Kalahandi Saksharata Samiti (KZSS) played a pivotal role not only in the initiation of literacy project in Kalahandi district but also extended crucial support for the development of vocational and skill development programmes during the TLC as well as PLP phase. The KZSS has been

able to coordinate with various departments at the district level for taking help in organising different training programmes for neo-literates. It became evident from the data supplied by the KZSS regarding the vocational and skill development trainings imparted to neo-literates during its PL programme that coverage of training programmes was quite wide and due thought given by KZSS to initiate these programmes.

To begin with, on July 1996 one door to door survey was conducted on a printed proforma to assess the training needs of neo-literates. The survey was conducted by KZSS in each village. Taking into consideration the survey results, the following programmes were organised by KZSS throughout the Kalahandi

1. *Consiodering, the agricultural base of the district, horticulture training was imparted to 600 male neo-literates during 11.11.96 and 27.11.96. The required kits were supplied by the agriculture department .*
2. *Training programme on tubewell repairing was conducted under Quality of Life Improvement Programme (QLIP) during February 1997 for three days. About 300 male neo-literates have participated in this programme. The kits were supplied by Public Health Department (PHD).*

3. *A training programme on small water harvesting structure was organised in collaboration with Irrigation and Soil Conservation Department for neo-literates during July 1996 for a duration of three days.*
4. *One small saving programme was organised in Junagarh block by women neo-literates to help poorest of the poor families by collecting rice.*
5. *One bomboo craft training programme was organised at Bhavanipatna, Kesinga and Junagarh block in collaboration with DRDA for male and female neo-literates during June 1997 for four days.*
6. *A training programme was organised for neo-literate women to reduce the child mortality rate. The training programme was p-organised in collaboration with the Health Department. More than 960 neo-literates women were trained to bring out a forum, known as 'Swasthya Sena' comprising of these trained neo-literate women. The training was held between February 10<sup>th</sup> and February 14<sup>th</sup> 1996.*

In view of the above mentioned variety of vocational and skill development programmes undertaken by the KZSS with the help of different related Govt. Departments during its PL programme, it was tried to verify by us that to what extent the neo-literates have participated in these training programmes. The reply given by the sample neo-literates

also revealed some interesting results as would be evident from data presented in following tables.

As stated earlier, the coverage of literacy programme under PL phase was spread in 13 blocks, 1 NAC and 1 municipal area of Kalahandi district. There were 176989 neo-literates all over the district. Out of these, around 58 percent belonged to S.T. population. Around 52 percent of the total neo-literates consisted of female population. As far vocational skill development programmes for the neo-literates are concerned, these were available to about 1900 neo-literates. Thus, despite vast coverage of PL programme the benefit under vocational training programmes for skill development were available to only 1.05 percent of the total neo-literates in Kalahandi district.

It is evident from Table V.I that out of 1104 sample neo-literates spread in ten blocks and one NAC, only 102 have participated in different kind of training programmes for their vocational skill development. Thus, 9.24 percent of total neo-literates have participated in training programmes for skill development under PL phase of the literacy campaign in Kalahandi district. Out of total, 60 females have receive training. In this way our sample indicated that participation of female neo-literates was of the higher order as compared to males. The highest



**Table V.I**  
**Skill Development Training**

Sl.N.	Blocks	Yes			No			Total		
		M	F	Total	M	F	Total			
1.	Dharamgarh	1 (6.67)	1 (6.25)	2 (6.45)	14 (93.33)	15 (93.75)	29 (93.55)	15 (100.00)	16 (100.00)	31 (100.00)
2.	Golamunda	2 (10.00)	2 (10.00)	4 (10.00)	18 (90.00)	18 (90.00)	36 (90.00)	20 (100.00)	20 (100.00)	40 (100.00)
3.	Junagarh	2 (7.41)	2 (5.41)	4 (6.25)	25 (92.59)	35 (94.59)	60 (93.75)	27 (100.00)	37 (100.00)	64 (100.00)
4.	Karlamunda	3 (7.32)	2 (8.33)	5 (7.69)	38 (92.68)	22 (91.67)	60 (92.31)	41 (100.00)	24 (100.00)	65 (100.00)
5.	Kalampur	1 (1.96)	3 (15.00)	4 (5.63)	50 (98.04)	17 (85.00)	67 (94.37)	51 (100.00)	20 (100.00)	71 (100.00)
6.	Kesinga	6 (12.50)	8 (8.51)	14 (9.86)	42 (87.50)	86 (91.49)	128 (90.14)	48 (100.00)	94 (100.00)	142 (100.00)
7.	Koksara	6 (10.71)	7 (10.94)	13 (10.83)	50 (89.29)	57 (89.06)	107 (89.17)	56 (100.00)	64 (100.00)	120 (100.00)
8.	M.Rampur	11 (6.96)	23 (12.17)	34 (9.80)	147 (93.04)	166 (87.83)	313 (90.20)	158 (100.00)	189 (100.00)	347 (100.00)
9.	Naria	2 (8.00)	2 (8.33)	4 (8.16)	23 (92.00)	22 (91.67)	45 (91.84)	25 (100.00)	24 (100.00)	49 (100.00)
10.	Sadar	8 (10.67)	8 (9.09)	16 (9.82)	67 (89.33)	80 (90.91)	147 (90.18)	75 (100.00)	88 (100.00)	163 (100.00)
11.	Kesinga (NAC)	-	2 (25.00)	2 (16.67)	4 (100.00)	6 (75.00)	10 (83.33)	4 (100.00)	8 (100.00)	12 (100.00)
	Total	42 (8.08)	60 (10.27)	102 (9.24)	478 (91.92)	524 (89.73)	1002 (90.76)	520 (100.00)	584 (100.00)	1104 (100.00)

**Source : Based on field data.**



number of participation in different training programmes was recorded from M. Rampur block of the district. A total of 34 neo-literates have received training from this block. The number of female neo-literate trainees was also highest in the block. The number of trainees under different programmes was found to be significantly high in the blocks like, Sadar, Koksara and Kesinga. Kesinga and Koksara blocks have shown the highest percentage of trained neo-literates to total neo-literates of the sample area.

It was further reported by the neo-literates that Dhari training, horticulture, tubewell repairing, small water harvesting and bamboo craft were the major training areas in which most of the male and female neo-literates have participated. The maximum number of trained neo-literates (47.06 percent) were identified in the field of the horticulture in the sample area (Table V.2). Dhari training was received by 16.67 female neo-literates of the total sample neo-literates. The vocational training on small water harvesting and tubewell repairing was reported to be received by 13.37 percent and 12.74 percent neo-literates respectively. The training on bamboo craft was imparted to only 9.80 percent of the total trained neo-literates under PL phase. Most of the training programmes were found to be spread in almost all the blocks except in case of bamboo craft training. Koksara and Sadar were the only two blocks where training

Table V-2

## Name of the Training Received

Sl. No.	Blocks	Dhai Training (Swasthya Seva)	Horticulture	Tube well Repairing	Small Water Harvesting	Bamboo craft Training	Total
1.	Dharamgarh	-	02 (100.00)	-	-	-	02 (100.00)
2.	Golamunda	01 (25.00)	03 (75.00)	-	-	-	04 (100.00)
3.	Junagarh	01 (25.00)	01 (25.00)	01 (25.00)	01 (25.00)	-	04 (100.00)
4.	Karlamunda	01 (20.00)	02 (40.00)	01 (20.00)	01 (20.00)	-	05 (100.00)
5.	Kalampur	01 (25.00)	02 (50.00)	-	01 (25.00)	-	04 (100.00)
6.	Kesinga	03 (21.43)	08 (57.14)	01 (7.14)	02 (14.29)	-	14 (100.00)
7.	Koksara	03 (23.08)	06 (46.15)	01 (7.69)	02 (15.39)	01 (7.69)	13 (100.00)
8.	M.Rampur	04 (11.76)	15 (44.12)	06 (17.65)	03 (8.82)	06 (17.65)	34 (100.00)
9.	Narla	01 (25.00)	02 (50.00)	01 (25.00)	-	-	04 (100.00)
10.	Sadar	02 (12.50)	06 (37.50)	01 (6.25)	04 (25.00)	03 (18.75)	16 (100.00)
11.	Kesinga (NAC)	-	01 (50.00)	01 (50.00)	-	-	02 (100.00)
	<b>TOTAL</b>	<b>17 (16.67)</b>	<b>48 (47.06)</b>	<b>13 (12.74)</b>	<b>14 (13.73)</b>	<b>10 (9.80)</b>	<b>102 (100.00)</b>

Source: Based on Field Data.

on bomboo craft was imparted under PL phase of the literacy campaign. The training on tubewell repairing and small water harvesting was also not available to the neo-literates belonging to the Dharamgarh and Golamunda blocks of the sample area.

## **5.2 AWARENESS, ACCESS AND BENEFITS OF THE VARIOUS DEVELOPMENT PROGRAMMES:**

As most of the training programmes for the skill development of the neo-literates were available to the limited number of neo-literates, large number of neo-literates remained deprived of these programmes. However, the Government launched some of the development programmes for socio-economic upliftment of the population in Kalahandi. Many of the neo-literates were able to use their skills for increasing their income by involving them either through venturing into new activities or participating in on going development programmes. One of the important aspects of the Post Literacy Programme of Kalahandi Zilla Saksharata Samiti was to make neo-literates aware of the development programmes, being implemented in the rural and urban areas of the district so that due to their increased awareness, these neo-literates could get benefit of these programmes. With the assumption that KZSS had striven to increase the awareness of neo-literates about various development programmes, it was cross checked from these learners

whether they could do something new to increase their income as a result of participating in training and awareness programmes launched during PL phase of the literacy programme.

The replies given by the sample neo-literates indicated that around 47 percent of them were aware of the development programmes. About 43 percent, 34 percent, 33 percent and 23 percent of total 1104 sample neo-literates reported their awareness about the various programmes of DRDA, ICDS, JRY, IAY and PMRY respectively. As far the access and benefits of these programmes were concerned, discussion with neo-literates revealed that they were able to get some of the benefits like drinking water facility, bank loan under PMRY and IAY etc. However, access and benefits of learners to these programmes were found to be not much to the required extent.

Table V.3 indicates whether neo-literates could do something new for increasing their income as a result of participating in awareness and skill development programmes. Out of 1104 sample neo-literates, 129 (11.68 percent) have informed that they were able to step into new venture for increasing their income after getting training under skill development programmes. Out of 129 maximum number of neo-literates (32) from Sadar reported that they could do something to increase their income.

Table V.3

## Income Generating Activities After Receiving Training

Sl.N.	Blocks	Yes			No			TOTAL		
		M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1.	Dharamgarh	1 (7.14)	2 (11.76)	3 (9.68)	13 (92.86)	15 (88.24)	28 (90.32)	14 (100.00)	17 (100.00)	31 (100.00)
2.	Golamunda	2 (10.00)	2 (10.00)	4 (10.00)	18 (90.00)	18 (90.00)	36 (90.00)	20 (100.00)	20 (100.00)	40 (100.00)
3.	Junagarh	3 (11.11)	2 (5.41)	5 (7.81)	24 (88.89)	35 (94.59)	59 (91.19)	27 (100.00)	37 (100.00)	64 (100.00)
4.	Karlamunda	5 (12.20)	2 (8.33)	7 (10.77)	36 (87.80)	22 (91.67)	58 (89.23)	41 (100.00)	24 (100.00)	65 (100.00)
5.	Kalampur	3 (5.88)	5 (25.00)	8 (11.27)	48 (94.12)	15 (75.00)	63 (88.73)	51 (100.00)	20 (100.00)	71 (100.00)
6.	Kesinga	9 (18.75)	11 (11.70)	20 (14.08)	39 (81.25)	83 (88.30)	122 (85.92)	48 (100.00)	94 (100.00)	142 (100.00)
7.	Koksara	7 (12.50)	9 (14.06)	16 (13.33)	49 (87.50)	55 (85.94)	104 (86.67)	56 (100.00)	64 (100.00)	120 (100.00)
8.	M.Rampur	11 (6.96)	15 (7.94)	26 (7.49)	147 (73.04)	174 (92.06)	321 (92.51)	158 (100.00)	189 (100.00)	347 (100.00)
9.	Narla	3 (12.00)	3 (12.50)	6 (12.24)	22 (88.00)	21 (84.50)	43 (87.76)	25 (100.00)	24 (100.00)	49 (100.00)
10.	Sadar	16 (21.33)	16 (18.18)	32 (19.63)	59 (78.67)	72 (81.82)	131 (80.37)	75 (100.00)	88 (100.00)	163 (100.00)
11.	Kesinga (NAC)	-	2 (25.00)	2 (16.67)	4 (100.00)	6 (75.00)	10 (83.33)	4 (100.00)	8 (100.00)	12 (100.00)
	Total	60 (11.56)	69 (11.79)	129 (11.68)	449 (88.44)	516 (88.21)	975 (88.32)	519 (100.00)	585 (100.00)	1104 (100.00)

Source: Based on field data.

There were found to be at least two beneficiaries from each of the sample block/NAC in this respect. The overall picture, taking into account male and female neo-literates in all the sample blocks/NAC, showed that there were 11.79 females as compared to 11.56 percent males who were in a position to initiate new activities to improve their income level with the help of getting skill development training under Post Literacy Programmes. Further discussion with the sample neo-literates and results of the survey indicated that though the result of the skill development programmes were encouraging but the coverage of the programme in Kalahandi district has not been wide-spread.

### **5.3 OVERCOMING THE IMPEDIMENTS OF SOCIO-ECONOMIC DEVELOPMENT:**

The PL programme of Kalahandi district has been able to overcome the impediments of socio-economic development to a large extent mainly due to environmental building activities, promotion of skill development programmes under PL phase of total literacy campaign. The reading habits among the people has increased. Neo literates have started participating in different government run schemes. People's participation has increased in health and hygiene, family welfare, safe drinking water, small savings, adoption of drought proof crop production practices and in other developmental and social welfare programmes.



As an outcome of **Sachetan Samaroh**, organised by KZSS a competitive spirit has emerged among the villagers with a hope that in the forthcoming years they will try to make their village best in the district. People have developed their mental and moral strength against injustice, corruption and other social evils. On account of better mental and moral strength, the ordinary and poor villagers are found no more hesitant to meet high level Government officials like Collector in Kalahandi district. The villagers have now started coming up to the Government officials to discuss and convey them about their existing socio-economic problems. Now, they are able to suggest Government officials the required steps which should be taken by the district administration to improve the socio-economic status of the villagers.

Around 4000 Pragati Kendras, throughout the district were in existence in Kalahandi upto December 1996. After environment building activities their number has gone up to 8000. These kendra were found to be capable of assuming the role of 'charge agent' in each village.

As a result all these development in the field of social awareness, the rate of enrolment at primary schools has increased at least by 25 percent and the rate of drop out has also gone down drastically.



In Kalahandi district, the immunisation campaign for eradicating Polio was a grand success. As an evidence of improved social awareness about planned family life, 70 percent of eligible couples were found adopting at least one of the family planning methods and 50 percent of the eligible couples have undergone tubectomy/vasectomy.

A feeling of economic independence has emerged among women as an outcome of different awareness campaigns and training programmes being run by KZSS under the PL phase of TL programme. At least 30 percent of the adult women of different villages have opened and operated 'Mahila Samridhi Yojana Account (MSY A/c). It is expected that the economic independence of women will get a due place in the rural and urban setup of district Kalahandi provided initiatives taken by KZSS are followed in real sense of the term.

A major social problem i.e. drinking habit has come under control in Kalahandi because of effort made by KZSS under PL phase. At least 40 percent people, as a result of social mobilisation programmes, have given up drinking habit in rural and urban areas.

## **5.4 EMPOWERMENT OF WOMEN:**

There was higher number of females than males during Post Literacy Programme of Kalahandi Zilla Saksharata Samiti. Therefore, there was much need to run awareness programmes under PL phase for females neo-literates to bring required changes in the life of women folk of district Kalahandi. In fact there were many training and awareness programmes which were organised by KZSS exclusively for empowering women apart from teaching and learning activities. The details about some of the programmes are given below :

- 1. More than thirteen training camps were organised for taking family planning measures in each block during 1997. After participatory in these camps the women of respective catchment group started demanding relevant family planning materials.*
- 2. Prior to launching of PL programme, the practice of teenage marriage was prevailing massively among girls in Kalahandi. Anti early marriage campaigns were organised in different blocks, specially in tribal belts of the district. As a result of this move from the side of KZSS, the cases of early marriages were reduced to a significant level.*
- 3. Anti liquor campaigns were organised and women were encouraged to take lead by KZSS. These campaigns were*

*found to be immensely successful and purchases of Desi liquere were almost stopped*

4. *Priror to launching of women empowerment programmes under PL phase, second marriage was a common social feature in Kalahandi district. Campaign were started against this bad tradition through the constitution of 'Mahila Mandals'. As a result of this effort the cases of second marriage have gone down to significant level.*
5. *Under the child and mother care compaigns of PL phase, the traditional practices of delivery and mother care were broken. Person concerned were taught and trained for properly taking care of mother and newly born child.*

An assesment of the programmes relating to women empowerment showed that most of them were successful to the extent of 80 percent in Kalahandi district.

Kalahandi Zilla Saksharata Samiti constituted 'Mahila Mandals'. The main aim was to make aware and empower the woment in matters like income and expenditure of family, child care, education and hygine, driking water, environment, safe mother food , anti liquor movements and fighting against male atrocities. An enquiry from sample neo-literates women regarding the agency/court which should be approached in case of separation due to husbands atrocities showed that most of them were aware of the family court for seeking help in this regard (Table 5.4).

Table V-4

## Awareness Level Among Women For the Settlement of Family Disputes

Sl. No.	Blocks	Family Court	Civil Court	No Response	Total
1.	Dharamgarh	14 (45.16)	9 (29.03)	8 (25.81)	31 (100.00)
2.	Golamunda	18 (45.00)	10 (25.00)	12 (30.00)	40 (100.00)
3.	Junagarh	31 (48.44)	13 (20.31)	20 (31.25)	64 (100.00)
4.	Karlamunda	29 (44.62)	14 (21.54)	22 (33.84)	65 (100.00)
5.	Kalampur	33 (46.48)	21 (29.58)	17 (23.94)	71 (100.00)
6.	Kesinga	69 (48.59)	49 (34.51)	24 (16.90)	142 (100.00)
7.	Koksara	76 (63.33)	18 (15.00)	26 (21.67)	120 (100.00)
8.	M. Rampur	192 (55.343)	86 (24.78)	69 (19.88)	347 (100.00)
9.	Narla	24 (48.98)	11 (22.45)	14 (28.57)	49 (100.00)
10.	Sadar	101 (61.96)	17 (10.43)	45 (27.61)	163 (100.00)
11.	Kesinga (NAC)	9 (75.00)	1 (8.33)	2 (16.67)	12 (100.00)
	TOTAL	596 (53.99)	249 (22.55)	259 (23.46)	1104 (100.00)

Source: Based on field data.

Table V-5

## Women Awareness About Child Immunisation

Sl. No.	Blocks	Polio	DPT	BCG	Vitamin	Total
1.	Dharamgarh	31 (100.0)	29 (93.55)	25 (80.65)	15 (48.39)	31 (100.0)
2.	Golamunda	40 (100.0)	35 (87.50)	40 (100.0)	22 (55.00)	40 (100.00)
3.	Junagarh	64 (100.0)	53 (82.81)	32 (50.00)	11 (17.19)	64 (100.00)
4.	Kalamunda	53 (81.54)	61 (82.81)	32 (50.00)	11 (17.19)	64 (100.00)
5.	Kalampur	64 (90.14)	43 (60.56)	54 (76.06)	14 (19.72)	71 (100.00)
6.	Kesinga	131 (92.25)	123 (86.62)	111 (78.17)	34 (18.33)	120 (100.00)
7.	Koksara	109 (90.83)	103 (85.83)	59 (49.17)	22 (18.33)	120 (100.00)
8.	M. Rampur	302 (87.03)	318 (91.64)	267 (76.95)	133 (38.33)	347 (100.00)
9.	Narla	43 (87.76)	38 (77.55)	22 (44.00)	11 (22.45)	49 (100.00)
10.	Sadar	161 (98.77)	162 (99.39)	155 (95.09)	31 (19.02)	163 (100.00)
11.	Kesinga (NAC)	11 (91.67)	12 (100.00)	12 (100.0)	05 (41.67)	12 (100.00)
	<b>TOTAL</b>	<b>1009 (91.39)</b>	<b>977 (88.50)</b>	<b>839 (75.00)</b>	<b>316 (28.62)</b>	<b>1104 (100.00)</b>

Source: Based on field data.

The question relating to child care were also replied properly by women neo-literates of the sample blocks and NACs. Most of them knew about Polio, DPT, BCG and required vitamin injections for their newly born children (Table V.5).

It became evident during our field visit, which was undertaken for the assessment of the programme, that on account of various initiatives taken by KZSS for women empowerment, self propelling groups of women emerged. Many women groups in the form of Mahila Mandals were found to be well aware of their rights and were struggling for the welfare of women folk even in the tribal blocks of Kalahandi district.

### **5.5 OTHER IMPACT OF POST LITERACY PROGRAMME:**

It was observed that there was positive impact of PL programme of KZSS on the life of neo-literates in terms of vocational and skill development programmes, awareness access and benefit of various development programmes, women empowerment etc. The questions from sample neo-literates relating to the meaning of small family indicated that more 85 percent neo-literates knew the real meaning of small family i.e. one or two children per family (Table V.6).



**Table V-6**  
**Meaning of Small family**

Sl. No.	Blocks	No. of Children		Total
		1-2	3-4	
1.	Dharamgarh	31 (100.00)	-	31 (100.00)
2.	Golamunda	40 (100.00)	-	40 (100.00)
3.	Junagarh	50 (78.13)	14 (21.87)	64 (100.00)
4.	Karlamunda	42 (64.62)	23 (35.38)	65 (100.00)
5.	Kalampur	60 (84.51)	11 (15.49)	71 (100.00)
6.	Kesinga	122 (85.92)	20 (14.08)	142 (100.00)
7.	Koksara	97 (80.83)	23 (19.17)	120 (100.00)
8.	M. Rampur	301 (86.74)	46 (13.26)	347 (100.00)
9.	Narla	49 (100.00)	-	49 (100.00)
10.	Sadar	140 (85.89)	23 (14.11)	163 (100.00)
11.	Kesinga (NAC)	10 (83.33)	02 (16.67)	12 (100.00)
	<b>TOTAL</b>	942 (85.33)	162 (14.67)	1104 (100.00)

Source: Based on field data.



**Table V-7**  
**Awareness About Development Programmes**

SL No.	Blocks	School construction	Road Construction	JRY	Free Food for children and old men	IRY	Total
1.	Dharamgarh	07 (22.58)	28 (90.32)	10 (32.26)	12 (38.70)	5 (16.12)	31 (100.00)
2.	Golamunda	18 (45.00)	22 (55.00)	14 (35.00)	--	15 (37.50)	40 (100.00)
3.	Junagarh	40 (62.50)	32 (32.65)	14 (21.86)	D12 (18.75)	--	64 (100.00)
4.	Kalamunda	52 (80.00)	50 (76.92)	20 (30.77)	18 (27.69)	11 (16.92)	65 (100.00)
5.	Kalampur	62 (87.32)	31 (43.66)	15 (21.12)	24 (33.80)	21 (29.58)	71 (1100.00) )
6.	Kesinga	130 (21.12)	88 (61.97)	93 (65.49)	80 (56.34)	121 (85.21)	142 (100.00)
7.	Koksara	79 (65.83)	687 (55.83)	6 (5.00)	(14.16)	28 (23.33)	120 (100.00)
8.	M. Rampur	318 (91.64)	218 (62.82)	118 (34.00)	90 (25.94)	77 (22.19)	347 (100.00)
9.	Narla	40 (81.63)	31 (63.26)	6 (12.24)	18 (36.73)	21 (42.85)	49 (100.00)
10.	Sadar	150 (92.02)	91 (55.83)	34 (20.86)	20 (12.27)	13 (7.97)	163 (100.00)
11.	Kesinga (NAC)	10 (83.33)	6 (50.00)	2 (16.67)	--	1 (8.33)	12 (100.00)
	<b>TOTAL</b>	<b>806 (73.01)</b>	<b>660 (59.78)</b>	<b>332 (30.07)</b>	<b>291 (26.36)</b>	<b>313 (28.34)</b>	<b>1104 (100.00)</b>

**Source: Based on field data.**

The information collected from sample neo-literates indicated that most of them had knowledge about the ongoing development programmes in their respective villages. Some of them also knew the contents of these programmes. (Table V.7).

The Kalahandi Zilla Saksharata Samiti strived to remove various superstitions prevalent among neo-literates particularly the tribals. An attitudinal change was evident among the tribals during the course of our discussion in cases of illness, believe in evil spirits, safe delivery etc. The impact of environment awareness was also visible in all the sample blocks and NACs we visited. We also observed the development of organisational skill among neo-literates on account of PL Programmes in Kalahandi district. However, the kind of support that was required to sustain the KZSS initiatives was not available from District Development Departments and other agencies. In view of this the required coverage and speed of the programmes run by KZSS could not be attained so far.

## **CHAPTER VI**

# **PREPAREDNESS FOR CONTINUING EDUCATION PROGRAMME BY KALAHANDI ZILLA SAKSHARATA SAMITI**

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### **VI.1 BACKGROUND :**

**K**alahandi District was a princely state till last of January 1948, till its merger in Orissa state. Consequent upon creation of Nuapada District, the sub-division of Kalahandi on 1.4.1993, the divided Kalahandi district came into existence.

There are 1450 Primary Schools in the district for a population of 11.31 lakhs spreading over 2068 villages. This indicates that, all the villages are not covered by primary schools. Teacher-pupil ratio is 1:35. There are only 316 middle schools in the district, which again indicate a very low number of middle schools which are essential to facilitate, the girls' education as they cannot move out of their villages for further education.

Apart from these, there are 187 secondary schools and 24 colleges in the district. The existing number of educational institutions reveals that the educational structure in the district is far from satisfactory resulting in the low literacy level of the district in the state.

In this background TLC campaign was launched in the district, which has created a new environment in the district touching a cross sections of its society. After this the PLC was launched in the district targeting neo-literates in the age group of 15 to 35 years. The project period for this campaign was upto 1997 but it was permitted to continue and it is still continuing. As an outcome of PL programme, the rate of enrolment in primary schools has increased and rate of drop-outs has gone down. During this programme awareness was developed among the villages and all out efforts were made to make learners self reliant and self dependent as well as make society fearless.

## **VI.2 NEED OF CE PROGRAMME FOR KALAHANDI :**

Since education is a continuous process, stopping this process at any stage may lead to undesirable gap in this process and thereby causing the efforts made earlier unproductive. It is, therefore, necessary to make the process continuous. In this light the introduction of continuing Education

Programme was proposed for Kalahandi district with the following clientales.

1. *Neo-literates who have completed primer III.*
2. *Mopping-up residual illiterates*
3. *New entrants*

As the district belongs to the tribal sub-plan area of KBK zone, most of the people are scheduled caste and scheduled tribe. Hence, the dropout rate of schools and NFE are high. In the CE Programme proposal for Kalahandi district, the target group of beneficiaries are 3,76,383 in number and this programme is proposed to be implemented by Kalahandi Zilla Saksharata Samiti (KZSS). The category -wise break up of the target group to be brought under CE Programme is given in Tables I.A to I.D.

**Table VI. 1**

**A. Neo-literates who have completed Primer-III.**

	Male	Female	Total
<b>Scheduled Caste</b>	17364	20951	38315
<b>Scheduled Tribe</b>	28554	34689	63243
<b>Others</b>	34124	38327	73451
<b>Sub-Total</b>	<b>80842</b>	<b>93967</b>	<b>174009</b>

**Table VI. 1****B. Mopping-up Residual Illiterates**

	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Scheduled Caste</b>	2238	2719	4957
<b>Scheduled Tribe</b>	3592	4590	8182
<b>Others</b>	4494	4881	9375
<b>Sub-Total</b>	<b>10324</b>	<b>12190</b>	<b>22514</b>

**Table VI. 1****C. New Entrants**

	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Scheduled Caste</b>	24485	25118	49603
<b>Scheduled Tribe</b>	32267	33102	65369
<b>Others</b>	34976	29912	64888
<b>Sub-Total</b>	<b>91728</b>	<b>88132</b>	<b>179860</b>

**Table VI. 1****D. Overall Total**

	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Scheduled Caste</b>	44087	48788	92785
<b>Scheduled Tribe</b>	64493	72381	136794
<b>Others</b>	73514	73120	146804
<b>Sub-Total</b>	<b>182094</b>	<b>194289</b>	<b>376383</b>



### **VI.3 AIMS AND OBJECTIVES OF CONTINUING EDUCATION PROGRAMME FOR KALAHANDI:**

The following are the objectives of the Continuing Education Programme proposed by KZSS for Kalahandi District.

- 1. To provide facilities for retention of literacy skills and continuing education to enable the learners to continue their spirit beyond basic literacy.*
- 2. To create scope for application of functional literacy for improvement of living conditions and quality of life.*
- 3. Dissemination of information on development programmes.*
- 4. Inculcate the values of national integration, conservation and improvement of environment, women's equality, observance of small family norms etc. and sharing of common problems of the community.*
- 5. To bring about improvement in economic conditions, well being and productivity of community by organising training programmes, orientations courses for developing vocational skills only by establishing direct linkages between continuing education and developmental activity in the area.*
- 6. Providing library facilities and reading rooms for creating an environment of literacy in the society.*



7. *To protect cultural heritage of the area by organising cultural and recreational activity with effective community participation.*

#### **VI.4. IMPLEMENTATION OF CE PROGRAMME:**

The CE programme is proposed to be implemented through the establishment of Continuing Education Centres (CEC) in different area of district Kalahandi. CECs are proposed to be the important point for imparting community education under Continuing Education Programme. It is also proposed that 675 CECs would be established to serve 1500 to 2000 population belonging to above listed categories. The CECs also proposed to be established over a population ranging from 900 to 1300 in two of the thirteen blocks as special case. Both the blocks are thinly populated backward, full of tribals and scuttered small villages. These centres are proposed to be established in Schools, Anganwadi Centres, Youth Clubs, Mahila Samiti Offices, Registered Pathagars and other suitable public institutions available within the locality. Apart from these, active PL centres shall also function as CEC. According to the proposal CEC may be started on a priority basis in a village where people come forward for supporting it by arranging a suitable place and other local resources.

At the central point of territorial boundary of each 10 CECs, one NCEC having suitable communication approach would be established. Thus, the proposed NCEC would be the headquarter of each set of 10 CECs. In the whole setup of Continuing Education Programme of Kalahandi district, a total number of 75 Model CECs are proposed to be established.

#### **VI.5 FUNCTIONARIES OF CE PROGRAMME:**

The CECs/NCECs under Continuing Education Programme are proposed to be run by coordinators. Their selection will be done by KZSS. The KZSS for this purpose will seek help of the Selection Committee of the Panchayat Samiti. The selection of CE coordinators will be made from amongst the persons belong to the following categories. The CE coordinator (i) must be a high school drop-out (ii) unemployed youth (iii) young house wife (iv) unmarried girl (v) TLC volunteer or (vi) Prerak. In addition to this they must have (i) organisational skills (ii) motivational skills (iii) discussion skills (iv) teaching skills (v) planning skills (vi) communication skills (vii) evaluation skills and (viii) report writing skills.

The above mentioned critaria for the selection of CEC coordinators will be applicable on Nodal Coordinators also. In addition to this, a Nodal Coordinator should be a high school pass out candidate. In case of the

blocks, belonging to low density and tribal population the educational qualifications for Nodal Coordinator may be relaxed to the high school drop out level.

The CEC and NCEC coordinators are proposed to be engaged purely on temporary basis with a provision of monthly honorarium. Any of the appointed coordinators may be replaced by the block committee in the event of unsatisfactory performance.

The laid down qualification for CEC Coordinator indicate that he/she should be dedicated volunteer and should be ready to work for the upliftment of the deprived section of population. CE Coordinator will have to ensure regular functioning of the Centre and will guide the people for all sort of Centre's activities in order to develop their reading habits alongwith helping the NCEC Coordinator. Since the CEC Coordinators are the most important functionaries, their major role pertains to :

- 1. Managerial and administrative responsibilities*
- 2. Working as librarian of the Centre*
- 3. Performing as an instructor by way of teaching and illustrating*
- 4. Performs as mobiliser of neo-literates, drop-outs, community leaders, NGO's, volunteers and selfhelp groups*
- 5. Acting as disseminator*

Since the whole CE Programme is to be run through ZSS, the Nodal Coordinators are proposed to work as link between the KZSS and the Continuing Education Centre. The main function of Nodal Coordinator will be to help and guide the CEC Coordinator in their organisation to facilitate the beneficiaries with the specific aspects. Each of the Nodal Coordinator will be the incharge of 8 to 10 CEC's. Apart from these activities Nodal Coordinators would facilitate net working with other CECs in the cluster pertaining to (i) matching and batching (ii) selecting and guiding the neo-literates for equivalency programmes, conducting examination in lieu with KZSS to bring them into the main fold (iii) providing awareness and facilities for CE Programmes through structured and unstructured modes (iv) supplying books on regular basis (v) regular monitoring and evaluation (vi) collecting progress report of their respective CECs (vii) functioning as nodal point for resource mobilisation and decentralised supply of materials, equipment, books etc.

## **VI.6      FUNCTIONING OF CONTINUING EDUCATION PROGRAMME IN KALAHANDI:**

### **A. Functioning of CEC/NCEC:**

1. The Continuing Education Centre (CEC) will act as Community Education Centre as per proposal prepared by KZSS. CEC

Coordinator will be responsible for regularising the functioning of the Centre through facilitating the following activities :

- (i) *The CEC will be made responsible to ensure that an environment of learning is created in the village through regular dissemination of information.*
- (ii) *The CEC as a unit will regularly look after various group activities by providing awareness components to the people.*
- (iii) *The Coordinator of CE Centre will discuss the problems and learn to act as forceful agent for improving quality of life in his catchment area.*

The methodologies by which a Continuing Education Centre will implement all above mentioned functions is yet to be worked out for each specific situation as per the local needs and capacities. Among a cluster of 8 to 10 CECs, one efficient and capable CEC is proposed to function as a resource support unit by supplying different resource equipments to adjoining CECs of the system area. The success of different CECs' of the particular system area would depend up on how far a NCEC is vibrant, resourceful and functional. It is also expected that each NCEC shall develop a system and emerge as a rural technopedagogic unit for social transformation. Each NCEC will have its own committee assisted by core group called system group and number of sub-committees. Apart from this, local government functionaries and school teachers are also proposed to be

a part of the committee for rendering their expertise as resource persons. The CEC/NCEC are proposed to be run on a regular basis. Actual timing will be fixed by the local community according to their time requirement

2. Another important function of CE programme relates to the monitoring and procurement of materials. As per proposal, the monitoring should be based on three legged structure, starting from district coordinator to Nodal Coordinator, from district level officers to Gram Panchayat level Government Officers and from Executive Body and Core Group of Kalahandi Zilla Saksharata Samiti to CEC level people's committees. At district level, different level Coordinator's Committee will be formed to look after the smooth monitoring of the above structure.

These committees would meet once in a month to review the reports received at the appropriate levels before sending into the next level. According to the details of the CE proposal monitoring reports would be submitted at the initial level by the CE Coordinators to the Nodal Coordinators. Nodal Coordinators in turn would complete all the reports in respect of the CECs under his/her cluster complete reports at the block level for the submission to the Zilla Saksharata Samiti at



the district level. The district report would be sent by the Zilla Saksharata Samiti to State Literacy Mission Authority (SLMA)/ Directorate of Mass Education (DME) and National Literacy Mission Authority (NLMA) regularly in the first week of every month.

Nodal Coordinator is proposed to monitor his/her CECs minimum once in a fort-night. Supervision of all CECs in a block would be the responsibility of the block coordinator, who would liaison with the incharge coordinator of the Nodal CEC. Block coordinator of each block will monitor the Nodal CEC and CECs at least twice in a month. In case of urban areas, community organisation incharge is proposed to monitor the CECs of their urban areas. He/she will act as Nodal Coordinator. They will collect and complete the information concerning their respective block and submit it during the district level review meeting. District coordinator will monitor and supervise the working of block and urban projects specially. The ZSS secretary may monitor the CECs/NCECs directly to create more interest among the CEC/NCEC coordinators and beneficiaries. The format for monitoring the programmes of CEC/NCEC is proposed to be developed by the ZSS for being supplied to all concerned.

In addition to the already supplied study material by KZSS during Post Literacy Phase, the books would be procured and the expertise of SRC for Adult Education, Bharat Gyan Vgyan Samiti (BGUS), other publishers and National Book Trust (NBT) would be utilised by the Academic sub-committee of KZSS and the books will be supplied to the CECs of and NCECs to strengthen the CEC library. All items shall be procured on tender call basis after proper advertisement in newspapers. Some more need have books/material are proposed to be developed by the KZSS for organising training, orientation programmes etc.

In addition to these, maps, charts, literature and other teaching aids will also be supplied to each centre. Periodical "Sikhnika", The fortnightly magazine of Kalahandi Zilla Saksharata Samiti is proposed to be modified according to the needs of the CECs and NCECs. Apart from study material, other required items like steel almirah, diaries. Patromax, table, chair and bookshelves are proposed to be supplied in each centre for smooth implementation of the Continuing Education programme. For regular attendance some other recreational items like, football, carom radio/type and small black & white T.V. set have also been proposed to be provided.

To achieve the objectives of CE programme some specific programmes like Quality of Life Improvement Programme (QLIP), Income Generating Programme (IGP), Individual Interest Promotion Programme (IIPP) and Equivalency (EP) have been proposed by KZSS for implementation. Each programme is to be headed by District Coordinator who has expertise in the line. Some innovative ideas for neo-literates will also be taken up on an experimental basis at the KZSS level taking help from different Govt. departments.

3. The last important function of CE Programme relates to training of CE functionaries for a variety of tasks. A well planned training and orientation schedule for the ZSS functionaries like, resource persons (RP), district/block level activists core group members and CEC/NCEC coordinators block coordinators and district coordinators is prepared to be developed. They will be trained regarding the objective of CE Programme, its scope, their role in CE Programme. The training module proposed for this, takes care of all sort of training related to CE programme including training for developing vocational skill and developmental work with the help of field level functionaries and technical persons

## **VI.7 RECOMMENDATIONS:**

Despite well planned and well thought proposal for the successful implementation of CE programme in Kalahandi some special care will be needed in this regard. The district consists most of the tribal and SC population, their preferences are for programmes related to poverty and hunger than literacy. In view of this, the CE programme for Kalahandi should pay special attention for imparting vocational training through the CE programme to the target population. Maximum efforts should be made to link up existing Government Development Programmes with the schemes of proposed CE programme. The CE programme must be helpful in educating tribal population for properly utilising the existing Government's Development Schemes. The district consists most of the rural population spread in 13 blocks. In course of field visits for the Evaluation of PL Programme in the district, it was found that most of the allotted funds for development of rural population could not reach to the rural population. The proposed CE Programme has to be oriented towards solving this problem for the successful implementation of literacy component of the CE Programme in this district.

**In view of the enthusiasm and confidence generated among the learners in the district during TLC and PLC phase, we are hopeful that the CE Programme for the district will be a great success provided it is implemented with care. We strongly recommended for implementing the CE programme in Kalahandi district proposed by KZSS.**

## **CHAPTER VII**

# **QUALITY INDEX OF POST-LITERACY PROGRAMME OF KALAHANDI ZILLA SAKSHARATA SAMITI**

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**T**HE NATIONAL LITERACY MISSION (NLM) has prescribed the evaluation of seventeen (17) objectives which have been prescribed for implementation during the post-literacy programme. The Mission has suggested to prepare a composite quality index based on the performance level of Post Literacy Programme in respect of each of the seventeen objectives to arrive at the Quality Index of PLP performance.

The NLM has proposed that the performance of Post Literacy Programme implemented in a district (Kalahandi district of Orissa in case of PL Programme implemented by the Kalahandi Zilla Saksharata Samiti on the basis of performance level of each of the seventeen (17) objectives) be assessed by the evaluation



agency on a five (5) point scale giving score of 0,1,2,3,4 or 5. The scores can be given appropriate weightages and weighted composite score can be calculated. The NLM has proposed the following weightage scheme as shown in Table VII.1 in respect of each of the seventeen (17) objectives of evaluation of PL Programme:

**Table VII.1**

**NLM Proposed Weightages to the Seventeen Objectives of PLP Evaluation**

Sl.No.	No. of objectives	Weight
1.	1	6
2.	2	6
3.	3	5
4.	4	7
5.	5	8
6.	6	7
7.	7	7
8.	8	6
9.	9	5
10.	10	5
11.	11	7
12.	12	6
13.	13	5
14.	14	4
15.	15	6
16.	16	5
17.	17	5

**Source: *Evaluation of Post Literacy Programme, NLM Guidelines, 1999, New Delhi.***

The score given to each objective should be multiplied by the assigned weight and the resultant figures should be added together for all the 17 objectives and then divided by 5 to get the composite score, which have been termed as 'Quality Index of PLP Performance'.

The NLM has not suggested as how to provide score to each of the 17 objectives. It has been left to the assessment of the evaluation agency as far assigning the score is concerned. However, some objectives are straight quantitative and are to be expressed in percentage terms. The scoring of these objectives has been prescribed by the NLM as shown in the following Table VII.2.

**Table VII.2**

**Scoring of Quantitative Objectives**

Percentage	0	0-20	21-40	41-60	61-80	81-100
Score	0	1	2	3	4	5

Source: *Evaluation of Post-Literacy Programme, NLM Guidelines, 1999, New Delhi.*

### **1.1 SCORING THE PERFORMANCE OF SEVENTEEN OBJECTIVES OF PL PROGRAMME OF KALAHANDI ZILLA SAKSHARATA SAMITI**

The performance of each of the seventeen (17) objectives of PL Programme implemented by the Kalahandi Zilla Saksharata Samiti has been analysed in previous Chapters. Here the level of performance of each objective has been scored on five-point scale in order to arrive at the Quality Index of PL Programme of the KZSS. The five point scores have been assigned on seventeen objectives as shown in Table VII.3.

**Table VII.3**

**Quality Index of Post-Literacy Programme:  
Kalahandi Zilla Saksharata Samiti, orissa**

Sl.No.	Objectives as given in Chapter I (Page 3 & 4)	Five Point Score	Percentage weight	Score X Weight
1.	1	0	6	0
2.	2	2	6	12
3.	3	4	5	20
4.	4	3	7	21
5.	5	4	8	32
6.	6	5	7	35
7.	7	4	7	28
8.	8	3	6	18
9.	9	3	5	15
10.	10	4	5	20
11.	11	3	7	21
12.	12	3	6	18
13.	13	2	5	10
14.	14	3	4	12
15.	15	2	6	12
16.	16	2	5	10
17.	17	4	5	20
<b>Composite Score</b>				<b>304</b>
<b>Quality Index =</b>	$\frac{\text{Composite Score}}{5} = \frac{304}{5} = 60.80$			

The score provided to each objective is generally based on the NLM guidelines and the utmost care has been taken to assign the score to the performance level of each objective in the study. The composite score was arrived at by adding the value obtained by score multiplied by the weight in respect of each objective and then dividing the composite score by five, which represented the five number of score points. In this way, the Quality Index of Post-Literacy Programme of Kalahandi Zilla Saksharata Samiti was arrived at 60.80 per cent. On this basis, it may be inferred that the overall performance of PL Programme of the KZSS lied in the rage of 60-70 which is indicative of a satisfactory performance level.

## **CHAPTER VIII**

# **CONCLUSIONS AND OBSERVATIONS**

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### **8.1 CONCLUSIONS:**

**T**HE Kalahandi Zilla Saksharata Samiti (KZSS) was registered under the Societies Registration Act, 1860 on October 23, 1991. The KZSS received the sanction for Total Literacy Campaign on March 24, 1992 but started it on September 5, 1992. The TLC was to end on March 31, 1995 and on March 24, 1995, KZSS received the sanction for Post-Literacy Programme. However, it launched its PL Programme after four months of its sanction i.e., from August 1, 1995. The post-literacy programme was of two years duration targeting the learners in age group of 15 to 35

years. The PL programme was of two years duration and it should have ended in August, 1997. However, PL Programme could not be winded up by this date. Hence the KZSS sought its extension. The government provided the extension upto May, 2000. As the government did not sanction the Continuing Education Programme (CEP) by this date, KZSS has continued its PL Programme even today.

The structure of Kalahandi Zilla Saksharata Samiti during PL Phase indicated that decentralisation and grass root participation was ensured in the programme. A Saksharata Samiti in each village was constituted and it managed four Pragati Kendras. The Pragati Kendras were the Centre where teaching/learning and other activities were carried through. Some district, block/NAC and GP level co-ordinators who were not on deputation from the government, were paid Rs.2000/- Rs.600/- and Rs.300 P.M. respectively. However, payment to GP level co-ordinators could not be made since February, 1997.

The analysis of data of TLC phase indicated that 87.66 per cent of target learners could be enrolled. Out of those who were enrolled, 58.00 per cent achieved the NLM norms while 11.64 per cent dropped out and 30.36 per cent could not attain the norms. The data showed that all the left out learners of TLC phase were

enrolled during mopping up operation of PL phase. It was found that the achievement of KZSS in terms of enrolment of learners during mopping up operation was satisfactory. It became further evident that 64.94 per cent of the enrolled learners in TLC phase and 83.62 per cent during PL phase completed Primer-II. The proportion of learners who completed Primer-III during TLC and PLP phases were 63.72 per cent and 80.01 per cent respectively. It was found that 90.14 per cent of the enrolled learners completed PL Primer. In this way, 68.42 per cent of the enrolled learners of TLC and PLP phases were made literate in the Kalahandi district, which was satisfactory achievement of the KZSS.

The test result of mopping up learners indicated satisfactory achievement. On the NLM criteria, 52.44 per cent learners achieved 70 per cent marks in total and 50 per cent each in reading, writing and numeracy. The level of achievement was found to be quite uneven across different blocks. While the success rate of learners in Kesinga block was found to be highest i.e., 78.72 per cent, the result was distressing in Koksara, Dharamgarh and Kalampur blocks. The writing was found to be the most difficult literacy skill for the mopping up learners.

The level of retention and upgradation of literacy skill of neo-literates was also tested on the NLM criteria of obtaining 70 per



cent marks in total and 50 per cent marks each in reading, writing, and arithmetic. The test result showed that around 55 per cent of the neo-literates of KZSS attained the NLM recommended criteria of achieving the norms. Here again intra-block variations in literacy achievement were sharply evident. The average marks obtained by the neo-literates were found to be more than fifty per cent in reading and arithmetic. In writing skill, average marks were below 50 per cent which indicated that writing remained the weakest area of literacy for the neo-literates. The success rate of post-literacy programme was calculated not only on the basis of sample neo-literates but also taking into account the target neo-literates, as recommended by the NLM. The success rate of neo-literates came out to be 58.89 per cent on sample basis while it declined to 38.78 per cent on target base. We viewed the result as satisfactory because in calculation of success rate on target basis, some non-participating neo-literates were accounted for which lowered the result. Therefore, we considered the retention and upgradation of literacy achievement of neo-literates of KZSS as satisfactory.

The NLM has laid greater emphasis on the overall development of neo-literates rather than taking care of teaching/learning only. Therefore, Zila Saksharata Samities are required to undertake certain activities. The KZSS also carried out these NLM prescribed

activities. An evaluation was made that how adequately and efficiently the KZSS carried out these activities during its PL Programme. It became evident that extensive environment building activities were undertaken during PL phase. The major EB activities were the wall writings and posters, cultural troops, sachetan samaroh, tableau, street plays and awareness campaigns. The KZSS spent around 81 per cent of all EB expenditures on these EB activities. It was cross-checked by us from the neo-literates and VIs about their awareness of KZSS reported EB activities. It became evident that fairly large numbers of neo-literates in the district were found to be aware of most of the EB activities of KZSS. The VIs response in this regard was also found to be similar to that of the neo-literates. The mid-term evaluation of PL Programme could not be undertaken. Therefore, no corrective measures could be introduced by the KZSS. The resurvey was not undertaken by KZSS before starting the PL Programme. However, later on an extensive survey was carried to identify and verify the learners of PL phase. We found the accuracy of resurvey to the extent of around 80 per cent. The Village Instructors (VIs) were selected by the Sachetan Samiti at village level. It was found that VIs were mostly in the age of 25 years and above. Majority of them had high school and junior high school qualifications. As far the profession of VIs was concerned, most of them were the non-students. Most of the VIs reported to

have received training during PL Phase. It was also evident that most of them were satisfied with their training. The KZSS provided one steel almirah and dari, three registers, PL Primer-Naya Jeevan, 96 books in one set (a total 4000 sets) besides note books, slates, pencils/rubbers and chalk to pragati kendras. The PL-Primer Naya Jeevan and 28 titles of library books were developed by the local Kalahandi writers. The materials as we observed, were normal in quality, language, style and content. It became evident that despite the supply of materials to pragati kendras, all the neo-literates did not receive the same. The fact came out that the PL-primer was not received by around 14 per cent of the neo-literates.

The NLM has assigned a crucial role to the proper functioning of libraries during post-literacy programme. It appeared to us that KZSS has paid enough attention to the proper functioning of libraries during PL Phase. The KZSS opened 4000 libraries - one library in each pragati kendra, in whole of the kalahandi district. We observed during our field visit that functioning of libraries remained well during the initial months of PL programme but as the programme proceeded, slackness came in and today's situation indicated that function of libraries has come to a more or less halt.

The Impact of post literacy programme on neo-literates as of vocational and skill development programmes, awareness level and access to development programmes, constraints of development, empowerment of women and other impacts which have been considered as the most important aspects of PL programme by the NLM, were examined in case of PL programme of Kalahandi district. The KZSS conducted door to door survey in July, 1996 to assess the training needs of the neo-literates. After it, horticulture training was imparted to 600 male neo-literates. Training of tubewell repairing was conducted for 300 male neo-literates. The kits were supplied by Public Health Department (PHD). Like-wise a variety of vocational and skill development programmes like Dhari training, horticulture, small water harvesting bamboo craft etc. were undertaken by the KZSS in the district. However, the analysis indicated that despite vast coverage of vocational training programmes, only 1.05 per cent of the neo-literates could be covered.

The Important endeavour of KZSS was to increase the awareness level of neo-literates about various development programmes/schemes. As reported by the neo-literates, around half of them became aware of the various development programmes. However, access and benefits of programmes to neo-literates were found to be limited. Similarly, the venturing of

neo-literates into income generating activities due to skill development programmes could also be on limited scale.

It became evident that the PL Programme of KZSS could be able to overcome certain impediments of socio-economic development to some extent. It was found that reading habits among the people has increased. Neo-literates started participating in different government schemes. People's participation was found to have increased in health and hygiene, family welfare, safe drinking water, small savings, adoption of drought proof crop production practices and in other developmental and social welfare programmes. As a result of these developments in the field of social awareness, the rate of enrolment at primary schools reported to have increased by 25 per cent and rate of drop out went down drastically. As an evidence of improved social awareness about planned family life, 70 per cent of eligible couples were found adopting at least one of the family planning methods and 50 per cent of the eligible couples have undergone tubectomy/vasectomy. At least 40 per cent people have been estimated to have given up drinking habit in rural and urban areas. Women's awareness relating to childcare and immunisation was found to be hundred per cent. Some self-propelling groups of women emerged. We observed attitudinal changes among the neo-literacy particularly among the tribals. However, the kind of

support that was required to sustain the KZSS initiative did not come forth from the various government departments.

The preparedness of the KZSS for launching the Continuing Education Programme (CEP) was examined in detail. The proposal prepared by the KZSS and submitted by it to the government was also evaluated. It was found that the KZSS preparedness in this regard was satisfactory and hence the recommendation was made for the early sanction and implementation of the Continuing Education Programme in Kalahandi district.

The National Literacy Mission has prescribed for the evaluation agency to prepare a Quality Index of Post-Literacy Programme implemented by the ZSS. The quality index demonstrates the composite success level of PL Programme, depending upon the success level of NLM prescribed seventeen objectives of Post-Literacy Programme. Following the NLM methodology, overall performance level of the post literacy programme of Kalahandi Zilla Saksharata Samiti was worked out which came in the range of 60-70 on the scale of 0 to 100. Therefore, it was interpreted that the post-literacy programme in Kalahandi district achieved satisfactory performance level.



## **8.2 OBSERVATIONS:**

The above conclusions point out to the fact that the implementation of Post-Literacy Programme in Kalahandi district remained by and large satisfactory. However, some constraints and limitations hindered the success, which we observed were as follows:

The Post-Literacy was a Centre based programme. If Centres, which were called Pragati Kendras in Kalahandi district, became inactive over the period of time, results would come below the expected level. It appeared to us that many Pragati Kendras did not remain active during the entire programme period. In fact, proper functioning of Pragati Kendras depended upon continuous monitoring which in turn can be possible on account of involvement of ZSS functionaries in PL Programme particularly the collector who remains the Chairman of ZSS and Secretary, ZSS.

In Kalahandi district, Post-Literacy Programme was sanctioned when Ms. G. Suvarna Rani, IAS was the Collector of the district. As a Chairman of the KZSS, she took keen interest in the Programme. During her period, PL-primer was developed by local writers and Pragati Kendras were opened and remained active.

However, after her transfer from the district In August, 1996 monitoring of the Pragati Kendras and official interest in the programme gradually slacked, leading to Pragati Kendras becoming slowly inactive. The VIs, Co-ordinators and learners who were the king-pin of programme slowly lost co-ordination with each other and contact with the KZSS. The KZSS on its part also could not maintain its active contact with grass-root functionaries of the programme because of the enforcement of election code of conduct which were held during the period. Unfortunately three-tier Panchayati i Raj election, severe drought in the district and frequent visit of Central Officials, the post literacy programme was further disrupted. Only thing which can be considered as a good initiative for the PL Programme during this period was the purchase of 68 titles of library books from BGVS, SRC and other publishers of the Orissa State. It was observed by us that during this period the general enthusiasm for the programme particularly the official back-up and initiatives decreased considerably. The same inertia continued upto September 1998 till the joining of Mr. Satyabrata Sahu, IAS as a collector of the district. The Post-Literacy Programme again witnessed a kind of revitalisation hereafter. The Pragati Kendras were reactivated, library books and post-literacy materials were distributed. Libraries were reactivated. Different type of training, mopping up operation,

surveys for the Identification of drop-out learners were undertaken during this period.

We also noticed the non-fulfillment of official promise as one of the important reasons for discouragement of VIs and learners for the programme. It was told to us by the VIs and learners in each block that how the Collector Ms. G. Suverna Rani declared to provided Rs.50,000 as a award to each Sachetan Gram and Samarath Gram in every block of the district. The money were to be utilised for purposes desired by the people of these village. Later on, despite the declaration of Sachetan and Samarath villages in every block by officials, promised money was never provided to these village, though VIs and Villagers made several request to the district officials for the same.

We got the impression that vocational and skill development training could not be intensive and extensive. Women's group for income-generating activities could not come up on appreciable scale.

Despite some of the constraints which we observed here, the Post-Literacy Programme in Kalahandi district witnessed rejuvenation in 1999 when Mr. Hemant Shama, IAS joined the district as collector. We could have the impression during our meeting with

him regarding this evaluation that he is a dedicated officer. He has a vision as far the problems of the Kalahandi district are concerned. As a Chairman of the KZSS, Mr. Sharma seems to have observed a gap that existed between grass root functionaries and KZSS. He initiated steps to reactivate the Pragati Kendras. On account of his keen interest in literacy programme, some more library books were developed by the local Kalahandi writers and distributed to all Pragati Kendras. To give a booster dose in the mind of people of the district about the importance of literacy, he has planned to start 18 days long awareness campaign in the form of Jan Sampark Abhijan which will cover all parts of the district involving officials and non-officials and will depict the tableau of five departments viz., (i) Health, (ii) Agriculture, (iii) primary education, (iv) Literacy and (v) development of different types.

Mr. Ashok Kumar Patra who is the Secretary of KZSS is also the sincere and dedicated officer. He is also doing his best possible to reactivate the literacy programme. He described to us that how he has planned to reach the people by way of Jan Sampark Abhijan. It was told by the KZSS functionaries that 28 little books were written by local writers and International Literacy Day was observed after 1992 with great fanfare with the initiative of Mr. Patra. On account his endeavor many debates/competition among the neo-literates were organised and cash awards were given to

**successful candidates. We also observed a spirit of selfless service and dedication among the district coordinators and grass root functionaries. The need of the hour is that government grants an early sanction of CEP for the district and the KZSS implements it taking into account the lessons from the experiences of the Post-Literacy Programme.**

**ANNEXURE-I: BLOCK-WISE DISTRIBUTION OF LEARNERS OF  
MOPPING UP PHASE ACCORDING TO TOAL  
MARKS OBTAINED (MAXIMUM MARKS-100)**

Sl. No.	BLOCKS	Group of marks/No. of Mopping Learners				TOTAL
		0-40 Marks	50-59 Marks	60-69 Marks	70+ Marks	
1.	Dharamgarh	29 (9.35)	58 (18.71)	73 (23.55)	150 (48.39)	310 (100.00)
2.	Golamunda	4 (1.03)	21 (5.40)	91 (23.39)	273 (70.18)	389 (100.00)
3.	Junagarh	23 (4.65)	51 (10.78)	111 (23.47)	289 (61.10)	473 (100.00)
4.	Karlamunda	3 (1.66)	18 (9.94)	49 (27.07)	111 (61.33)	181 (100.00)
5.	Kalampur	10 (6.06)	28 (16.97)	29 (17.58)	98 (59.39)	165 (100.00)
6.	Kesinga	16 (4.46)	39 (10.86)	41 (11.42)	263 (73.26)	359 (100.00)
7.	Koksara	8 (2.12)	54 (14.32)	112 (29.71)	203 (53.85)	377 (100.00)
8.	M.Rampur	19 (8.33)	31 (13.60)	39 (17.11)	139 (60.96)	228 (100.00)
9.	Narla	21 (7.02)	20 (6.69)	63 (21.07)	195 (65.22)	299 (100.00)
10.	Sadar	34 (6.36)	45 (8.43)	118 (22.10)	337 (63.11)	534 (100.00)
11.	Kesinga (NAC)	-	2 (4.26)	6 (12.76)	39 (82.98)	47 (100.00)
	TOTAL	166 (4.94)	367 (10.92)	732 (21.77)	2097 (62.37)	3362 (100.00)



**ANNEXURE-II: BLOCKWISE DISTRIBUTION OF MOPPING UP LEARNERS  
ACCORDING TO MARKS OBTAINED IN READING  
(MAXIMUM MARKS-40)**

Sl. No.	Blocks	Group of Marks/No. of Mopping up Learners								
		0-4	5-9	10-14	15-19	20-24	25-29	30-34	35 & above	Total
1.	Dharamgarh	9 (2.90)	12 (3.87)	22 (7.10)	73 (23.55)	89 (28.71)	66 (21.29)	18 (5.81)	21 (6.77)	310 (100.00)
2.	Golamunda	-	2 (0.51)	2 (0.51)	7 (1.80)	93 (23.91)	189 (48.59)	79 (20.31)	17 (4.37)	389 (100.00)
3.	Junagarh	6 (1.27)	9 (1.90)	18 (3.81)	56 (11.84)	92 (19.45)	114 (24.10)	97 (20.51)	81 (17.12)	473 (100.00)
4.	Karlamunda	-	1 (0.55)	6 (3.32)	14 (7.73)	23 (12.71)	36 (19.89)	67 (37.02)	34 (18.78)	181 (100.00)
5.	Kalampur	3 (1.82)	9 (5.45)	21 (12.73)	29 (17.58)	28 (16.97)	31 (18.79)	21 (12.73)	23 (13.93)	165 (100.00)
6.	Kesinga	4 (1.11)	2 (0.55)	5 (1.39)	21 (5.85)	84 (23.40)	95 (26.46)	119 (33.15)	29 (8.08)	359 (100.00)
7.	Koksara	2 (0.53)	5 (1.33)	27 (7.16)	118 (31.30)	81 (21.48)	70 (18.57)	36 (9.55)	38 (10.08)	377 (100.00)
8.	M. Rampur	6 (2.63)	7 (3.07)	9 (3.95)	19 (8.33)	54 (23.68)	44 (19.30)	48 (21.05)	41 (17.990)	228 (100.00)
9.	Narla	8 (2.68)	7 (2.34)	18 (6.02)	34 (11.37)	59 (19.73)	79 (26.42)	57 (19.06)	37 (12.38)	299 (100.00)
10.	Sadar	11 (2.06)	12 (2.25)	14 (2.62)	67 (11.41)	147 (27.53)	149 (27.90)	74 (13.86)	66 (12.36)	534 (100.00)
11.	Kesinga (NAC)	-	-	1 (2.13)	2 (4.25)	3 (6.38)	6 (12.77)	17 (36.17)	18 (38.30)	47 (100.00)
	TOTAL	49 (1.46)	66 (1.96)	143 (4.25)	434 (12.91)	753 (22.40)	879 (26.14)	633 (18.83)	405 (12.05)	3362 (100.00)
						79.42 Percent				

**ANNEXURE-III: BLOCK-WISE DISTRIBUTION OF MOPPING UP LEARNERS ACCORDING TO MARKS OBTAINED IN WRITING (MAXIMUM MARKS-30)**

Sl.No.	Blocks	Group of marks/No. of Mopping up Learners						Total
		0-4	5-9	10-14	15-19	20-24	25 & above	
1.	Dharamgarh	22 (7.10)	35 (11.29)	48 (15.48)	94 (30.32)	97 (31.29)	14 (4.52)	310 (100.00)
2.	Golamunda	27 (6.94)	39 (10.31)	44 (11.31)	41 (10.34)	139 (35.73)	99 (25.45)	389 (100.00)
3.	Junagarh	23 (4.86)	41 (8.67)	58 (12.26)	101 (21.35)	138 (29.18)	112 (23.68)	473 (100.00)
4.	Karlamunda	13 (7.18)	34 (18.78)	39 (21.55)	28 (15.47)	47 (25.97)	20 (11.05)	181 (100.00)
5.	Kalampur	19 (11.52)	28 (16.97)	30 (18.18)	24 (14.55)	42 (25.45)	22 (13.33)	165 (100.00)
6.	Kesinga	21 (5.85)	27 (7.52)	38 (10.58)	70 (19.50)	93 (25.91)	119 (30.64)	359 (100.00)
7.	Koksara	17 (4.51)	32 (8.49)	49 (13.00)	73 (19.36)	157 (41.64)	49 (13.00)	377 (100.00)
8.	M.Rampur	16 (7.02)	35 (15.35)	38 (16.67)	44 (19.30)	66 (28.95)	29 (12.71)	228 (100.00)
9.	Narla	14 (4.69)	31 (10.37)	41 (13.71)	55 (18.39)	84 (28.09)	74 (24.75)	299 (100.00)
10.	Sadar	24 (4.49)	73 (13.67)	109 (20.42)	171 (32.02)	99 (18.54)	58 (10.86)	534 (100.00)
11.	Kesinga (NAC)	1 (2.13)	1 (2.13)	2 (4.26)	9 (10.15)	12 (25.53)	22 (46.80)	47 (100.00)
	<b>TOTAL</b>	<b>197 (5.86)</b>	<b>376 (11.18)</b>	<b>496 (14.76)</b>	<b>710 (12.12)</b>	<b>974 (28.97)</b>	<b>609 (18.11)</b>	<b>3362 (100.00)</b>

**ANNEXURE IV: BLOCK-WISE DISTRIBUTION OF MOPPING UP  
LEARNERS ACCORDING TO MARKS OBTAINED IN  
ARITHMETIC (MAXIMUM MARKS-30)**

Sl. No.	Blocks	Group of Marks/No. of Mopping up learners						Total
		0-4	5-9	10-14	15-19	20-24	25& above	
1.	Dharamgarh	18 (5.81)	32 (10.32)	59 (19.03)	91 (29.35)	85 (27.42)	25 (8.07)	310 (100.00)
2.	Golamunda	14 (3.60)	35 (8.99)	27 (6.94)	29 (7.46)	106 (27.25)	178 (45.76)	389 (100.00)
3.	Junagarh	21 (4.44)	29 (6.13)	55 (11.63)	56 (11.84)	115 (24.31)	197 (41.65)	473 (100.00)
4.	Karlamunda	5 (2.76)	10 (5.52)	13 (7.18)	29 (16.02)	55 (30.39)	69 (38.13)	181 (100.00)
5.	Kalampur	13 (7.88)	15 (9.09)	23 (13.94)	35 (21.21)	52 (31.52)	27 (16.36)	165 (100.00)
6.	Kesinga	17 (4.74)	38 (01.58)	40 (11.14)	83 (23.12)	88 (24.51)	93 (25.91)	359 (100.00)
7.	Koksara	12 (3.18)	28 (7.43)	35 (9.28)	82 (21.75)	134 (35.54)	86 (22.82)	377 (100.00)
8.	M.Rampur	12 (5.26)	27 (11.84)	32 (14.04)	31 (13.60)	50 (21.93)	76 (33.33)	228 (100.00)
9.	Narla	13 (4.35)	28 (9.37)	36 (12.04)	39 (13.04)	84 (28.09)	99 (33.11)	299 (100.00)
10.	Sadar	38 (7.11)	37 (6.93)	49 (9.18)	108 (20.22)	155 (29.03)	147 (27.53)	534 (100.00)
11.	Kesinga (NAC)	-	1 (2.13)	1 (2.13)	3 (6.38)	14 (29.79)	28 (59.57)	47 (100.00)
	<b>TOTAL</b>	<b>163 (4.84)</b>	<b>280 (8.33)</b>	<b>370 (11.01)</b>	<b>586 (17.43)</b>	<b>938 (27.90)</b>	<b>1025 (30.49)</b>	<b>3362 (100.00)</b>

**ANNEXURE V: AVERAGE MARKS OBTAINED BY THE  
MOPPING UP LEARNERS**

Sl. No.	Blocks	Writing	Reading	Arithmetic	Total
1.	Dharamgarh	18.55	19.54	13.60	51.15
2.	Golamunda	20.18	22.62	21.11	63.90
3.	Junagarh	22.70	25.48	23.88	72.06
4.	Karlamunda	23.20	28.35	22.98	74.52
5.	Kalampur	16.60	19.63	24.71	38.53
6.	Kesinga	20.19	25.96	20.52	66.67
7.	Koksara	20.97	21.26	22.83	65.06
8.	M.Rampur	18.18	20.23	21.95	64.12
9.	Narla	20.57	23.26	21.36	65.19
10.	Sadar	17.14	21.39	20.76	59.29
11.	Kesinga (NAC)	23.58	30.78	24.79	79.15
	<b>TOTAL</b>	20.37	24.28	21.28	65.93

**Source : Based on test result.**

**ANNEXURE VI: BLOCK-WISE DISTRIBUTION OF SAMPLE NEO-LITERATES ACCORDING TO TOTAL MARKS OBTAINED (MAXIMUM MARKS -100)**

S.No.	Blocks	Group of marks/No. of Neo-literates				Total
		0-49	50-59	60-69	70 & above	
1.	Dharamgarh	29 (8.90)	62 (19.02)	74 (22.70)	161 (49.38)	326 (100.00)
2.	Golamunda	12 (2.93)	30 (7.32)	57 (13.90)	311 (75.85)	410 (100.00)
3.	Junagarh	23 (4.63)	45 (9.05)	90 (18.11)	339 (68.21)	497 (100.00)
4.	Karlamunda	9 (4.74)	22 (11.58)	43 (22.63)	116 (61.05)	190 (100.00)
5.	Kalampur	15 (18.62)	19 (10.92)	31 (17.82)	109 (62.64)	174 (100.00)
6.	Kesinga	7 (1.85)	26 (6.88)	64 (16.93)	281 (74.34)	378 (100.00)
7.	Koksara	21 (5.29)	50 (12.59)	91 (22.93)	235 (59.19)	397 (100.00)
8.	M. Rampur	20 (5.28)	34 (8.97)	63 (16.62)	262 (69.13)	379 (100.00)
9.	Narla	25 (7.94)	41 (13.02)	66 (20.95)	183 (58.09)	315 (100.00)
10.	Sadar	47 (8.35)	86 (15.28)	125 (22.20)	305 (54.17)	563 (100.00)
11.	Kesinga (NAC)	-	1 (1.28)	2 (2.56)	75 (96.16)	78 (100.00)
	<b>TOTAL</b>	<b>208 (5.61)</b>	<b>416 (11.22)</b>	<b>706 (19.05)</b>	<b>2377 (64.12)</b>	<b>3707 (100.00)</b>

Source : Based on test result.



**ANNEXURE VII: DISTRIBUTION OF NEO-LITERATES ACCORDING TO  
MARKS OBTAINED IN READING  
(MAXIMUM MARKS -40)**

Sl No	Blocks	Group of marks/No. of Neo-Literates								Total
		0-4	5-9	10-14	15-19	20-24	25-29	30-34	35 & Above	
1.	Dharamgarh	5 (1.53)	5 (1.53)	17 (5.21)	42 (12.88)	110 (33.74)	86 (26.38)	56 (17.18)	5 (1.53)	326 (100.00)
2.	Golamunda	-	-	7 (1.71)	10 (2.44)	33 (8.05)	73 (17.80)	172 (41.95)	115 (28.05)	410 (100.00)
3.	Junagarh	5 (1.01)	4 (0.80)	8 (1.61)	32 (6.44)	58 (11.67)	193 (38.83)	97 (19.52)	100 (20.12)	497 (100.00)
4.	Karlamunda	-	-	1 (0.53)	16 (2.44)	39 (20.53)	35 (18.42)	65 (34.21)	34 (17.89)	190 (100.00)
5.	Kalampur	15 (8.62)	2 (1.15)	48 (27.59)	25 (14.37)	38 (21.84)	34 (19.54)	10 (5.74)	2 (1.15)	174 (100.00)
6.	Kesinga	-	1 (0.26)	2 (0.53)	2 (0.53)	24 (6.35)	83 (21.96)	178 (47.09)	88 (23.28)	378 (100.00)
7.	Koksara	-	-	4 (1.01)	36 (9.07)	211 (53.15)	118 (29.72)	21 (5.29)	7 (1.76)	397 (100.00)
8.	M. Rampur	1 (0.26)	3 (0.79)	4 (1.06)	11 (2.90)	53 (13.98)	113 (29.82)	128 (33.78)	66 (17.41)	379 (100.00)
9.	Narla	13 (4.13)	7 (2.22)	7 (2.22)	13 (4.13)	10 (3.18)	74 (23.49)	137 (43.49)	54 (17.14)	315 (100.00)
10.	Sadar	82 (14.56)	11 (1.95)	22 (3.91)	75 (13.32)	93 (16.52)	160 (28.42)	60 (10.66)	60 (10.66)	563 (100.00)
11.	Kesinga (NAC)	-	-	-	-	1 (1.28)	2 (2.56)	1 (1.28)	74 (94.88)	78 (100.00)
	TOTAL	121 (3.26)	33 (0.89)	120 (3.24)	262 (7.07)	670 (18.07)	971 (26.19)	925 (24.96)	605 (16.32)	3707 (100.00)

85.54

Source : Based on test result.



**ANNEXURE VIII: DISTRIBUTION OF NEO-LITERATES ACCORDING TO MARKS OBTAINED IN WRITING (MAXIMUM MARKS-40)**

Sl. No.	Blocks	Group of marks/No. of Neo-literates						Total
		0-4	5-10	11-14	15-19	20-24	25 & above	
1.	Dharamgarh	10 (3.07)	37 (11.35)	136 (41.72)	110 (33.74)	33 (10.12)	-	326 (100.00)
2.	Golamunda	-	-	83 (20.24)	180 (43.90)	140 (34.15)	7 (1.71)	410 (100.00)
3.	Junagarh	6 (1.21)	33 (6.64)	77 (15.49)	163 (32.80)	182 (36.62)	36 (7.24)	497 (100.00)
4.	Karlamunda	-	1 (0.53)	36 (18.95)	72 (37.89)	70 (36.84)	11 (5.79)	190 (100.00)
5.	Kalampur	17 (9.77)	31 (17.82)	36 (20.89)	45 (25.86)	28 (16.09)	17 (9.77)	174 (100.00)
6.	Kesinga	3 (0.79)	21 (5.56)	67 (17.72)	197 (52.12)	84 (22.22)	6 (1.59)	378 (100.00)
7.	Koksara	4 (1.01)	18 (4.53)	107 (26.95)	225 (56.68)	39 (9.82)	4 (1.01)	397 (100.00)
8.	M. Rampur	12 (3.17)	26 (6.86)	91 (24.01)	137 (36.15)	98 (25.85)	15 (3.96)	379 (100.00)
9.	Narla	56 (17.78)	43 (13.65)	85 (26.98)	93 (29.53)	34 (10.79)	4 (1.27)	315 (100.00)
10.	Sadar	172 (30.55)	82 (14.57)	108 (19.18)	119 (21.14)	78 (13.85)	4 (0.71)	563 (100.00)
11.	Kesinga (NAC)	-	-	-	8 (10.26)	16 (20.51)	54 (69.23)	78 (100.00)
<b>TOTAL</b>		280 (7.55)	292 (7.88)	826 (22.28)	1349 (36.39)	802 (21.64)	158 (4.26)	3707 (100.00)

62.29

Source : Based on Test Result.

**ANNEXURE IX: DISTRIBUTION OF NEO-LITERATES ACCORDING TO MARKS OBTAINED IN ARITHMETIC (MAXIMUM MARKS-30)**

Sl. No.	Blocks	Group of marks/No. of Neo-Literates						Total
		0-4	5-9	10-14	15-19	20-24	25 & Above	
1.	Dharamgaarh	3 (0.92)	7 (2.15)	26 (7.07)	55 (16.87)	117 (35.89)	118 (36.200)	326 (100.00)
2.	Golamunda	4 (0.98)	25 (6.10)	7 (1.70)	40 (9.76)	187 (45.61)	147 (35.85)	410 (100.00)
3.	Junagarh	11 (2.21)	3 (0.60)	15 (3.02)	99 (19.92)	140 (28.17)	229 (46.08)	497 (100.00)
4.	Karlamunda	-	8 (4.21)	13 (6.84)	46 (24.21)	41 (21.58)	82 (43.16)	190 (100.00)
5.	Kalampur	21 (12.07)	6 (3.44)	13 (7.47)	53 (30.46)	48 (27.59)	33 (18.97)	174 (100.00)
6.	Kesinga	2 (0.53)	5 (1.32)	6 (1.59)	56 (14.81)	155 (41.01)	154 (40.74)	378 (100.00)
7.	Koksara	-	4 (1.01)	14 (3.53)	111 (27.95)	222 (55.92)	46 (11.59)	397 (100.00)
8.	M. Rampur	2 (0.53)	3 (0.79)	11 (2.90)	47 (12.40)	114 (30.08)	202 (53.30)	379 (100.00)
9.	Narla	15 (4.76)	13 (4.13)	46 (14.60)	43 (13.65)	161 (51.11)	37 (11.75)	315 (100.00)
10.	Sadar	82 (14.56)	15 (2.66)	30 (5.33)	86 (15.28)	164 (29.13)	186 (33.04)	563 (100.00)
11.	Kesinga (NAC)	-	1 (1.28)	2 (2.56)	5 (6.41)	9 (11.54)	61 (78.21)	78 (100.00)
	<b>TOTAL</b>	140 (3.78)	90 (2.43)	183 (4.94)	641 (17.29)	1358 (36.63)	1295 (34.93)	3707 (100.00)

88.86

**Source : Based on test result**